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ABSTRACT

This resource guide for vocational development curriculums in the elementary grades provides subject content, concepts, teaching techniques, related concepts, and resources for occupational activities, focusing mainly on social studies. The program works from the principle that all young people will be entering the world of work; therefore all students are continuously exposed to community economic opportunities, good work habits and attitudes are encouraged, and community involvement in the curriculum is stimulated. Presented separately for the primary and intermediate grades in a five-column format, this chart for elementary school teachers covers five areas by means of questioning techniques: (1) philosophical, (2) sociological, (3) psychological-physiological, (4) economic, and (5) educational. Developed by a workshop of elementary school teachers, this curriculum supplement includes appendixes giving selected job titles, instructions for using the Dictionary of Occupational Titles, and a circle graph on job benefits. Space for the teacher's notes is provided. (AG)

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VOCATIONAL DEVELOPMENT IN THE ELEMENTARY SCHOOL

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GOVERNMENT
EDUCATION
INDUSTRY

DEVELOPED BY:

- **The Mid-Hudson Career Development and Information Center**
  (A Federally funded Vocational Guidance Model Project)
- **The New York State Bureau of Guidance**
- **The New York State Division of Occupational Education**
- **The Mid-Hudson Industrial Association**

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VOCATIONAL DEVELOPMENT IN THE ELEMENTARY SCHOOL

– a curriculum resource guide designed to foster the vocational maturation of the elementary school child –

GOVERNMENT EDUCATION
INDUSTRY

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FOREWORD

All of us are aware of the influence of motivation in our own lives. We put forth our best efforts when we see a quick, direct connection between our personal production and the attainment of the "good life" in whatever form it appeals to us --- higher pay, a better job, the esteem of family, co-workers, the community. When we believe our industry will go unrewarded, unappreciated, unnoticed, and has no "payoff" in terms we can understand, motivation drops almost to the vanishing point. This is universal human experience.

Recognizing this, the purpose of the Mid-Hudson Career Development and Information Center and of this guidebook is to provide new motivation to students in the primary and secondary schools --- by relating in a very direct way their daily activity in the classroom to their chances for success in the world of work to which they will graduate.

This of course is not a new concept. What is new and what is impressive to the future employers of these young people is the total approach this program involves --- as exemplified in at least four different ways.

First, without downgrading the importance of the traditional guidance function, the business of introducing students to the economic opportunities the community offers them is treated for the first time as a broad gauge function of the whole curriculum, lasting throughout the school experience.

Second, the principle is put forward that just as all young people, not only those enrolled in vocational or business courses, will be entering the world of work in the broadest sense of that term, so all will benefit from an understanding of its nature and character.

Third, in addition to providing a steady flow of essential, reliable information about jobs and job requirements, a great deal of attention will be given to developing among school children the good habits and attitudes toward work that most employers consider far more important than skill training.

Fourth, the continuous personal participation of managers and skilled technicians from business and industry will be joined with the talents of professional educators in a new kind of lasting partnership for the benefit of all the public school students in our regional community.

This guidebook is the product of a conference of teachers selected to pioneer these new concepts in education under the aegis of the Mid-Hudson Career Development and Information Center. It reflects their varied experiences during a summer of in-service training which included, for each, actual employment in a business or industrial plant. Their ideas will be useful and, we hope, sometimes novel to counselors, teachers, and administrators striving to keep public education abreast of the times.

We are greatly indebted to the conference participants. Without their dedication, this material could not have been evolved.

They would be among the first, however, to acknowledge that it suggests only a few of the methods that may be used to integrate career guidance into elementary and secondary education at every grade level. For the innovative teacher and counselor, we have provided merely a point of departure.

And let there be no doubt on this point --- business and industry is acutely aware that people are the unique, the irreplaceable resource. Whenever and wherever a valuable new approach to career guidance appears, those of us who represent the world of work stand ready to commit time and energy and money to give it life.

WILLIAM K. HAYES
Executive Vice President
The Mid-Hudson Industrial Association

September, 1970

PREFACE

The vocational aspects of guidance aid pupils in better understanding the nature of the decision-making process, assist them in recognizing the kinds of future decisions that must be made, and provide them with the knowledge of resources available to aid them in the process. A part of this process also includes vocational development and vocational choice theory and an opportunity for pupils to become aware of the opportunities and potential satisfaction of different work roles and gain some understanding of the occupational structure. We can facilitate the orientation of young people to the world of work by providing experiences and career related information early in the educational experience.

This curriculum supplement was developed by a small group of elementary school teachers working in a workshop setting during the summer of 1970. Information in this guide can be used by all elementary school teachers to promote wholesome attitudes' toward, and to add a more comprehensive understanding of, a wide variety of occupational activities. With the experiences gained from participation in suggested or similar activities, pupils will be better able to make decisions relating to occupational choice.

The enterprise was made possible through the efforts of the Division of Occupational Education Supervision, the Bureau of Elementary School Supervision, and the Bureau of Elementary School Curriculum Development, with the assistance of the Mid-Hudson Industrial Association and other local industries and the Mid-Hudson Vocational Guidance project staff. Compliments are extended to the above as well as the consultants and workshop participants on the ideas and information presented in this publication. Classroom teachers and counselors are encouraged to utilize this information as a foundation upon which to build further activities related to vocational choice and career development.

Edward C. Strack
Associate in Education
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ACKNOWLEDGEMENTS

The National Advisory Committee on Vocational Education has stated that one-fourth of the young men and women in our nation reach age 18 not sufficiently educated to a level of adequate employ ability. One of the main reasons cited for this failing is improper attitude toward the working world. The Council further suggests changes in elementary curriculum stating that, "exploration of the world of work should begin early".

Through the recognition of these needs by educators and industrialists in the Mid-Hudson Valley, and a strong desire to do something constructive about them, the idea for this workshop and guide was formulated.

To all those individuals and agencies who have expressed themselves in this publication and have pioneered in the development of this "Guide to Vocational Development in the Elementary School", the Mid-Hudson Career Development and Information Center is deeply grateful. Dr. Harold L. Munson, Department of Guidance and Student Personnel, University of Rochester, is responsible for the leadership and direction that has led to the production of this manual. Without his active participation, and that of his associate, Mr. Ralph Smeda, the development of this publication would have been impossible.

To each of the participants who gave of themselves to share with others their vision, rich experience, and creative ability, has come the satisfaction of great accomplishment and unselfish service to others.

Valley Central School District, who provided the physical environment, equipment and special services for the participants, deserves special recognition for their philosophy of service to those interested in the education of children.

The Mid-Hudson Career Development and Information Center is sincerely grateful to the New York State Bureau of Guidance. The Chief of the Bureau, Mr. James Moore, and Edward C. Strack, Associate, worked long and hard to develop the rationale, direction, and consultants to this project. We also thank Mr. Strack for enlisting the active participation of the New York State Bureau of Elementary School Supervision and the New York State Elementary Curriculum Development Bureau.

The insight to, and understanding of, the world of work, on the part of the participants is the direct result of the time, money, and effort that the several participating businesses and industries provided by hiring our teachers for the summer. Each firm deserves our sincere appreciation and a resounding "well done".

The New York State Department of Occupational Education provided the funds for this program and should be congratulated for their far-sightedness, in recognizing the value of these developments in Elementary School Curriculum.

Robert W. Schreiber
Director
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VOCATIONAL DEVELOPMENT IN THE ELEMENTARY SCHOOL

-a curriculum resource guide designed to
foster the vocational maturation of the
elementary school child-

Consultants to the preparation of the guide
Harold L. Munson
Ralph Smeda

INTRODUCTION

Traditionally we have conceived of vocational development as a matter to be attended to in the secondary school years. The question "What do I want to be ?" has more frequently been a matter for the high school student. More recently, however, we have come to recognize the developmental aspects of vocational maturation just as we have long recognized the social, emotional, mental and physical aspects of human growth. We can no longer afford to leave the vital and important aspects of vocational maturation to chance. We must begin to provide exposures and experiences that will provide for the positive development of attitudes and understandings about the world of work and the individual's role in it.

The recent research and theory points to the newer directions to which our work with the children in the elementary school should be directed. Some of the concepts we can use to guide our practice include the following:

"1. Vocational development is a process extending over a long period of time --- perhaps a lifetime.

2. Vocational development is concerned with those physiological, psychological, sociological and economic forces impinging on the decisions of an individual making both internal (personal) and external (environmental) considerations necessary and significant.

3. Vocational development consists of a series of decisions which eventuate, over a period of time, in occupational involvement.

4. Vocational development is experiential in nature, necessitating trial exploratory behavior of a real and simulated nature allowing one to explore further his self and self-in-vocation.

5. Vocational development is the progressive and compromising process of achieving self-identity in work roles."[1]

This resource guide is founded on these premises and attempts to provide the classroom teacher in the elementary school with ideas and techniques that will foster the vocational maturation of our young people. The guide represents an initial effort to design meaningful and significant experiences for children and by no means should be considered as an all-inclusive and comprehensive document. Teachers should consider the guide as a resource document from which they can create even more worthwhile activities that will contribute to the vocational maturation of children. In this sense, then, this document is suggestive rather than prescriptive. On the other hand, the classroom teacher will find in these pages a wealth of helpful ideas and suggestions that should encourage her to engage immediately in activities that will enhance vocational development.

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[1] Munson, Harold L., Elementary School Guidance: Concepts, Dimensions, and Practice. Boston : Allyn and Bacon, 1970. P. 267.

The document encompasses five broad areas: (1) philosophical; (2) sociological; (3) psychological-physiological; (4) economic; and (5) education. In each area, some of the more basic and pervasive questions have been raised. These questions are considered significant not only for the factual knowledge which they can provide the individual but more importantly with regard for their contribution to the formation of positive attitudes about the nature and role of work in man's life and to the further development of understandings about world of work and its opportunities and requirements. The guide develops each of these areas separately though one should be ever reminded of the interdependence among them. This becomes somewhat obvious as related or similar concepts are dealt with in various sections of the guide. Since the guide is designed to provide resource material, teachers are able to "pick and choose" from among the many topical questions which are presented. Since the guide is not considered a curriculum to be rigidly followed, areas of similarity do exist. Teachers, however, should feel free to modify or change those suggestions which they may have covered at another time.

Ideas and suggestions for both the primary and the intermediate grades are included. The material to be presented in the classroom is suggested in the column headed "Questions and Facts". The heading "Concepts" suggests the ideas or beliefs which are to be communicated. The "Techniques" suggest a variety of classroom approaches to the teaching-learning process. The column "Related Concepts" has been included to help teachers identify readily those techinques that seem more appropriate in developing the various concepts. "Resources" provide the teacher with some suggested materials for either her own use or for classroom use.

Most of the material in this guide can be adapted readily to appropriate units of study in several curricular areas although the social studies curriculum was considered one of the main areas of focus.

At the end of each section we have provided blank pages on which teachers can record additional questions, concepts, techniques and resources they might develop for use in their own unique classroom situations.

PHILOSOPHICAL

PHILOSOPHICAL 1

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con. *	Resources
I. What is work? A purposeful activity requiring physical or mental effort to produce a product or to provide a service.	1) There are many ways to earn a living.	1) Show filmstrip World of Work series K-3: ECF #201 What Else Do Fathers Do. ECF #202 Just What Do Mothers Do. Discuss What Does Your Father and/or Mother Do? Show filmstrip Why Do People Work?	1	Beacon Mid Hudson Career Dev. Center, Sargent Ave., Beacon, New York
	2) Parents usually spend the day at work.	2) Guest Speaker -- father or mother telling of their particular job. Draw mural or cut pictures for mural of a family day depicting mother's work, father's work, children's work. Display individual pictures for show and tell on same subjects.	2	
	3) People like to work with other people.	3) Some group activity, i.e. Bulletin Board.	3	
	4) People learn many things on the job.	4) Have children select some product to be made by class (Christmas gift or ornament, etc.) (Have children describe steps on how the job is to be done.) Have them do the job, then describe procedure.	4	

* Related Concept

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
I. What is work? A purposeful activity requiring physical or mental effort to produce a product or to provide a service.	1) Creativity can be expressed by work.	1) Any type creative project can be used here. e.g. make a collage.	1	
	2) Family expenses are supported by the workers in the family.	2) Plan a soap opera drama. Suggested plot to be developed: Head of household loses his job -- how does he convey this to family? -- How do they react? What is the immediate and far reaching effect?	2	
	3) Different work tasks require different amounts of time and skill.	3) Write composition on subject What My Parents Do All Day.	3	
	4) Different jobs demand different types of interests.	4) Have students discuss different types of interests as represented by in-and-out-of school activities of class members.	4	
	5) The learning process continues at work	5) Set up student interviews with various workers.	5	
		Student interviews custodian as to what he has had to learn on his job.	5	
		Student interviews cafeteria workers as above.	5	
		Student borrows tape recorder and interviews parent or neighbor on same subject.	5	
	6) Different jobs demand different types of values.	6) Conduct student discussion of different types of values as represented in the beliefs of class members.	6	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. Why work? People work because. (1) they need money, (2) it gives them satisfaction, (3) it keeps them physically in tune (4) it can provide status and prestige (5) they need each other for survival reasons.	1) People get paid for doing a job.	1) Utilize classroom helpers as paid workers (children paid in play money for jobs they do in and out of class)	1	
	2) Money buys many things: pay bills, buy foods, buy clothing, for enjoyment.	2) Plan a trading day - child brings in toy or possession (with parental approval) to trade in class. (bringing out idea of barter before money was available.)	2	
	3) People can be proud of a job well done.	3) Praise honest effort -- accentuate the positive.	3	
	4) Work takes up time.	4) Plan a classroom assembly line (children have individual tasks; for example, manufacture of paper chain -- one student supplies paper one student draws straight line, etc.)	4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. Why work? People work because (1) they need money, (2) it gives them satisfaction, (3) it keeps them physically in tune (4) it can provide status and prestige (5) they need each other for survival reasons.	1) People work to provide life's essentials	1) Set up a series of student discussions over a period of time (e.g. paying bills, saving money, security, pride, self-respect, prestige and power) Discussions can be preceded by role playing situations; PAYING BILLS -- first of month. Head of house is seated surrounded by bills. He is upset and other members of family are explaining why they needed to make purchases. SAVING MONEY -- family circle discussing individual wants and head of household explains how they must save for a vacation -- every person gives up something for good of group.	1	
	2) People save money for future security.	2) Radio program interview show discussing different jobs and rates of pay.	2	
	3) Pride, self-respect and satisfaction are products of a job well done.	3) Show filmstrip - Why Do People Work?	3	Why Do People Work? Vis. Ed. Consul. Inc 2066 Helena St. Madison, Wisc. 53704
	Some people work for prestige and power. Different jobs have varying rates of pay.	Show World of Work filmstrip - Series ECF # 201 and ECF # 202		Available - Mid-Hudson Career Dev. Cen. Beacon, New York
	4) Gainful employment does fill many hours of the day.	4) Plan a classroom assembly line students produce a product -- each student has a particular job and does only that job for one or two hours.	4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. How does business and industry relate to the community?	1) Industry contributes money through taxes for our town.	1) Discuss How do we replace or acquire equipment for our school?	1	
a. creates stable or tax base. b. economic growth of a community.	2) People live in your town because there are jobs to be done.	2) Have children draw picture of individual people they know showing the work they do (or have children draw a picture of a worker they have seen)	2	
c. economic security d. creates a cultural environment.	3) Because of living in a community, places to play and learn can be found. (enjoyed)	3) Construct a map bulletin board of local area showing places of leisure time interest; for example, parks, museums, etc. Develop a companion map bulletin board showing local or area places of work and employment.	3	Poughkeepsie Journal Sunday Supplement Sunday, July 26,197
e. advantages and disadvantages in the community can be result of industry. f. movement of people.	4) Water and air can become dirty. Wearing away of soil and excessive noise are also possible results.	4) Show movie on pollution - Community Keeps House.	4	Available from Film Assoc. of Cali 11559 Santa Monica. Blvd. Los Angeles, Cal. 90025
	5) Family may have to move (insecurity).	5) Develop a role playing episode on the theme FAMILY HAS TO MOVE (new house, new friends, new school insecurity versus experiences).	5	Moving companies such as Mayflower or United Van Lines. See Yellow Pages of telephone directory and consult the public relation department.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. How does business and industry relate to the community? a. creates stable or tax base.	1) Industry provides a greater percent of financial support through taxes for the needs of the community	1) Develop a graph showing how financial support from industry meets needs of community.	1	Local Tax Office or Chamber of Commerce.
b. economic growth of a community	2) Small business depends on industry in a community.	2) Construct a mural to show how small business depends on industry and how small business depends on individuals who work in industry.	2	
c. economic security d. creates a cultural environment	3) Business and industry provide support for cultural endeavors.	3) Construct a map bulletin board of local area showing places for leisure time interests; for example, parks, museums.	3	
e. advantages and disadvantages in the community can be result of industry. f. movement of people.	4) Industry can create pollution of a community's environment.	4) Show a movie on pollution (Community Keeps House) Have student committee check Chamber of Commerce or service group as to possible promotion of poster contest on "clean up". Plan a debate on some aspect of the pollution problem.	4	Available from Film Assoc. of Calif 11559 Santa Monica Blvd. Los Angeles, Cal. 90025
	5) Business and Industry can help to destroy our natural resources. Creates job mobility and its problems.	5) Have classroom groups report on some aspect of such topics as Urban Renewal, Population Mobility, Housing, and the shopping center as a community.	5	Director of Urban Renewal - Local Community

PHILOSOPHICAL 7

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. What is the role and nature of business and industry? a. draw people to an area.	1) Industry provides jobs so people can buy things.	1) Ascertain from class members How many were born in the region and from students new to the area and have them tell the class why their family moved to the area.	1	
b. stimulates other business or industry.	2) People like to live where there are jobs.	2) Develop a bulletin board showing the close relation between industrial institutions and community housing.	2	
c. creates changes in the physical environment of an area.	3) New schools, new highways, and new jobs are a product of industry.	3) Construct a salt and flour or clay relief map showing the community with legend pointing out new roads, new schools and other community changes that are associated with the industrial growth of the community.	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. What is the role and nature of business and industry? a. draw people to an area.	1) Industry can cause an influx of population. Industrial plant moves can also cause a decrease in community population.	1) Develop a graph showing community (region) population changes in past ten years. Show movie: Mr. Withers Stops the Clock.	1	Chamber of Commerce or Bureau of Census County Level Available from Sterling Educ. Films 241 E. 34th St. New York, N.Y.10023
b. stimulates other business or industry.	2) All types of construction area by-product of industrial growth.	2) Construct geometric city including homes, businesses, recreation, etc.	2	
c. creates changes in the physical environment of area.	3) New schools, new highways, and new jobs are a product of industry.	3) Construct a salt and flour or clay relief map showing the community with legend pointing out new roads, new schools and other community changes that are associated with the industrial growth of the community.	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
. What are work ttitudes? ood attitudes are mportant to a worker. esponsibility is ealizing we have omething to do and inding the best way o do it.	1) It is important to be honest in daily work. People are required to behave in a way acceptable to others.	1) Encourage and use classroom examples of honesty and trust to show how these are important in living and working.	1	Berry, Mary Guide To Good Manners, Chicago: Science Research Associates. Film strip; Think of Others First Parts 1 and 2 Film Strip; Your Job Interview Available from BOCES Film Library County Level
	2) People make mistakes but they should learn from them. Workers must be worthy of trust.	2) Make a bulletin board cartoon illustrating learning from mistakes When and where possible use examples from regular classroom activities.	2	
	3) It is important to develop the traits of promptness and good attendance.	3) Make a class chart illustrating students promptness and attendance.	3	
	4) Happiness is doing a job you like.	4) Use classroom examples of children being happy in a task or evidencing responsibility by relating these to ways of working with others.	4,5	
	5) Responsibility is realizing we have something to do and finding the best way to do it.			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. What are work attitudes? Some important work attitudes are (1) Promptness, (2) Neatness, (3) Honesty, (4) Dependability, (5) Responsibility.	1) Dependability and a sense of responsibility give a worker a competitive advantage in what he does.	1) Conduct a competitive game showing the inter-dependence of players	1	
	2) Personality is an important factor in securing and holding a job.	2) Have "dress up day" once a month emphasizing good manners.	2	
	3) Promptness and daily attendance are important in retaining a job.	3) Discuss three common human relations mistakes that are damaging to individuals in any occupation: a) failure to listen, b) under-estimating others, c) failure to report mistakes to management.	3	
	4) Honesty is an essential characteristic that should be developed in life's patterns	4) Make a downtown window display of do's and don'ts of behavior and manners on streets.	3	
	5) Mistakes are acceptable as a foundation for learning.	5) Use life cycle chart. Draw circle on board or give students individual circles. Have them portion off time; for example: work, play, sleep, eat, watch T.V.	4	

PHILOSOPHICAL 11

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
What are work attitudes?		Make a chart and/or word list of good personality traits.	3	
		Have the students write a theme on their strengths and weaknesses including how they propose to improve on both.	3	
		Have a committee prepare reports to present to class. Suggested Subjects: a) what it requires and means for an employee to be bonded. b) what bonding companies are? c) how industry investigates applicants police records? d) what finger print cards are?	5	
		Obtain a representative from the police department or a guest speaker to talk about the honesty as a trait in securing and holding a job or how they report to industry on industry's request reports or police records.	5	
		Conduct a discussion on the importance of regular attendance and promptness in work and learning situations (every industry depends on every worker being there--every job is important or it wouldn't exist).	4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. What is an employee? What is an employer?	1) People work for other people.	1) Make a list of the children's parents who work for another person or company. Make a second list of those parents who hire workers to work for them.	1	
	2) An employer needs an employee.	2) Discuss the school chain of command. Principal employs teacher, teacher works with children for principal and parents. Bring out point that principal needs teachers, teachers need children, parents need principals and teachers for their children. Also relate to chain or command idea in business or factory.	1,2	
	3) An employer provides a safe place to work.	3) Discuss value of safety in the classroom, home and at work (parents job). Make point of employer's role in safety as well as the school's concern for safety.	4	
	4) An employer is concerned about the health of his employees.	4) Display safety posters.	3	
	5) Employees need steady work for security. Time should be used wisely.	5) Develop a role playing episode to develop the safety work for security concept. Father is out of work yet needs to supply for a household of five. Mother and father talk about their problem while they are having their supper.	6	
	6) Employers need steady work (jobs).			

PHILOSOPHICAL 13

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. What is an employee? What is an employer?	1) Loyalty between employer and employee is essential to good working relations.	1) Develop a role playing episode to demonstrate need for loyalty to employer. Disgruntled employee who tears down company verbally to satisfy his own emotional needs.		
	2) An employer pays an employee to do a job for him.	2) Discuss how an employer pays for a job. Include in discussion how employer provides safe and healthful working conditions.		
	3) An employer is concerned with the health and safety of his employees.	3) Have children write a play to develop concepts of: 1. using time wisely. 2. feelings of accomplishment 3. feelings of pride in contributing to a final product 4. appreciation of opportunities for personal advancement in a company.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII. How are occupations structured?	1) There are many different types of jobs.	1) Make a scrapbook about the different occupations studied and the training workers need to do their jobs. Use same job title in Appendix A & B.	1,2	D.O.T.
A. 1. Professional, technical and managerial occupations. Broad subject matter areas and subject matter interest.	2) There are many levels of jobs.	2) Introduce levels of jobs within community helpers, refer to filmstrip: World of Work Series: ECF # 106 Telephone Workers	2	
2. Clerical and sales occupations--clerical based on type of activity -- sales on services sold.	3) There are occupations that serve people.	3) Show filmstrip from World of Work: ECF # 103 The Junior Homemaker.	3	
3. Service occupations based on type of services rendered.				
4. Farming, fishing and forestry based on products.				
5. Processing occupations.				
6. Machine trades occupations.				
7. Bench work occupations.				
8. Structural work occupations.				
9. Miscellaneous occupations -- non manufacturing economic activities -- transportation(rail,train and aviation)				

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PRIMARY

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
B. 1. Jobs can be structured in relation to: data, people, things. C. 1. Occupations are structured according to some combination of requirements: educational and vocational preparations, aptitudes, interest, temperament, and physical demands.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII. How are occupations structured?	1) The world of work is divided into ten broad general classifications.	1) Use job interview tapes to familiarize students with various work roles in all levels of job classification.	1	1. Mid-Hudson Career Development Center Sargent Ave. Beacon, New York, (150 tapes)
A. 1. Professional, technical, and managerial occupations. Broad subject matter areas and subject matter interest.	2) Within these classifications jobs require the worker to function in relation to data, people, and/or things in varying degrees.	2) Make a chart listing the ten broad general classifications. List occupations by area with which the students are familiar. Students can look up jobs in the D.O. T. (Volume I)	2	2. Dictionary of Occupational Titles; Volumes I and II.
2. Clerical and sales occupations--clerical based on type of activity -- sales on services sold.	3) There are people who perform many different kinds of services within a community; for example, TV repairman, hair dresser, window washer.	3) Make a bulletin board showing how jobs are related to people, data, and things. (See Appendix B)	3	
3. Service occupations based on type of services rendered.				
4. Farming, fishing, and forestry based on products.		4) Develop a role playing episode to show the community. A storm has hit the community and the lights are out. Have children play parts of people who have to go out and repair electric lines.	4	
5. Processing occupations.				
6. Machine trades occupations.				
7. Bench work occupations.				
8. Structural work occupations.				

INTERMEDIATE

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
VII. 9. Miscellaneous occupations --non-manufacturing economic activities -- transportation (rail, train and aviation)				
B. 1. Jobs can be structured in relation to data, people, things.				
C. 1. Occupations are structured according to some combinations of requirements: educational and vocational preparations, aptitudes, interest, temperament, and physical demands.				

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII. What is the comparison between work and leisure?	1) Leisure is for rest and pleasure.	1) Conduct a discussion about leisure time activities. Deal with a variety of things to do for fun and relaxation.		Film, "The Wish to Give" Ed. Film Service Univ. of Calif. Los Angeles, Calif.
Leisure can be play work service to others	2) Work is a major consumer of time.	2) Give a free play period daily after work period. (Group discussion on how children give voluntary service to families on their free time; for example, help mother around house, help father around yard.)		
	3) Leisure can make us feel good.	3) Make a bulletin board of pictures showing leisure time activities.		
	4) Leisure isn't always play.	4) Discuss how different people help one another in their spare time.		
	5) People like to help others in their spare time.	5) Use a continuum to help a child clarify how he uses his spare time. [______________________________] play with friends — watch television — help father do errands		

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII. What is the comparison between work and leisure?	1) Leisure is a free choice of and use of time.	1) Schedule a period for the free use of time in the classroom. Relate to concept of leisure.	1	
Leisure can be: play work service to others.	2) Work is a consistent demand on time.	Discuss the need for rest and pleasurable activities during leisure time.		
	3) Leisure doesn't need to be productive.	2) Have children do drawings of themselves in their favorite leisure time activity. Display on bulletin board.		
		Invite a high school student as guest speaker to talk about how they serve in their spare time: candy striper, hospital volunteer, teacher aide, community service.		
	4) Leisure can be used to provide internal satisfaction.			
	5) Leisure isn't always relaxation (can be service to others)			
	6) People like to help others for enjoyment in spare time; for example, Boy Scout leader.			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IX. What is a plant? a factory? How are factories organized? How do they function?	1) A plant is a place to work.	1) Have students make a poster showing places where people work.	1	
	2) Factories are buildings in which people work to produce a product.	2) Have students make a companion poster showing products produced and equipment used in the buildings.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
X. What is a plant? a factory? How are factories organized ? How do they function?	1) A plant is a physical structure (school building, hospital).	1) Construct a model of a factory with a flow chart showing the process of producing the product.		
	2) A factory is a building in which people work to produce a product.	2) Construct a salt and flour model of a factory using toy trucks, trains, people, etc., to show the actual process of something coming into the factory, the thing being manufactured, and finally being taken out of the plant.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
XI. What do we mean by "Company Man?"	1) A man may spend his entire life working for one company.	1) Develop a role-playing episode to show company loyalty. Family with trip or picnic planned -- father cancels it because he must work.	2	
A"company man" is a man who puts the company first over most other personal feelings	2) A man may be very loyal to the company that employs him.	2) Ascertain from the class members how many fathers have worked for one employer or one company.	1	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
XI. What do we mean by "Company Man?"	1) A company depends upon devoted personnel	1) Develop a role playing episode to show how a devoted employee is a member of an industrial team, or how a man could identify himself with a company rather than his position in it.	1,2	
A "company man" is a man who puts the company first over most other personal feelings.	2) A man may identify his work by the company name rather than by the job title (I am a Texaco man, I work for IBM)			

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
XII. Occupational changes in the life span.	1) People can change jobs.	1) Have individual children talk about activities in which they once were interested but in which they no longer participate.	1,2	
During a life span people can and do change jobs.	2) People often change jobs.	2) Show pictures of occupations that have become obsolescent	1,2	
Many reasons may cause job changes: 1. Unhappiness 2. Physical unsuitability. 3. Changing interests, values and needs. 4. job obsolescence				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
XII. Occupational changes in the life span.	1) People change jobs as they change in their interests and needs.	1) Show pictures of occupations that have become obsolescent and discuss other occupations that have replaced them.	3	
During a life span people can and do change jobs. Many reasons may cause these changes such as: 1. Unhappiness 2. Physical unsuitability 3. Mental inadequacy 4. Emotion unsuitability People change as they mature in their 1. values 2. needs 3. environment	2) People often change their line of work as their self-perception is modified or changed over the years.	2) Develop role playing episodes to show how people change jobs because of physical unsuitability (professional sports), unhappiness, changing interests (a research physicist who wants to work with people), job obsolescence (blacksmith, deliveryman-milk).	1,2,3	

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

SOCIOLOGICAL

SOCIOLOGICAL 1

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
I. What is the union-management relationship? "Why do people join together?	1) People are responsible to each other.	1) Discuss life in a family situation. Some ideas to be thought about might be: (1) each member contributes to a comfortable home, (2) each family member comforts another when there is stress, (3) members help fill individual needs as to security, etc.	1,2,3	1) Our Family Works Together BOCES Orange Cty. Film Library
	2) People are dependent on each other.	2) Develop a role playing episode showing some problems that might be encountered if members of a family did not contribute to the well being of the family.	3	2) Living Together SVA
	3) People join together to further their own interests.	3) Make a bulletin board to illustrate a family working together.	2,3	
		4) Draw pictures of different family roles.	2,3	NOTE
		5) Have class write stories about different examples of helping at home. Organize these stories into one class booklet or into individual booklets, perhaps titled, "My Family Works Together".	1	Films Available BOCES, Orange Cty. Filmstrips Valley Central Middle School - Audio-Visual Center
		6) Make a chart showing the different jobs involved in running a school.	1	Books Valley Central Middle School Library
		7) Discuss the different school personnel and how their jobs are important in order to run an efficient school.	1,2	
		8) Make a school helper bulletin board showing the different jobs.	1,2	

PRIMARY

Questions and Facts	Concepts	Techniques cont'd.	Rel. Con.	Resources
		9) When studying the community and neighborhood, discuss the benefits gained from being in a community i.e. public library, snow removal, summer playgrounds program.	3	
		10) Discuss importance and inter relationships of the community helpers and what would happen if someone did not do his job. (sanitation men, health dept., hospital, etc.)	3	
		11) Show film Our Family Works Together.	1,2,3	
		12) Use filmstrips series Living Together, to show interdependency of people in a family and in a neighborhood.	1,2,3	

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
I. What is union-management relation?	1) Every individual is responsible to another individual or a group of individuals. a) worker-worker b) worker-management c) worker-union d) union-management	1) Demonstrate what happens when an assembly line is broken. Ex: Stapling together tests. What happens when one worker is removed from the line.	2,3	1) Labor Movement: Beginning and Growt in America 2) Industrial Revolution in England
	2) Different levels of workers depend on each other.	2) Describe the feudal system emphasizing the relationship between the serf and noble, the noble and the king.	4,5	
	3) Workers have joined together to further their own interests and protect the individual worker.	3) Invite a member of management and a member of a union to present their sides of the union-management relationship.	4,5	
	4) Union and management need and orderly system of checks and balances to protect the interests of both groups.	4) Compare the checks and balances built into the U. S. Gov. by the constitution and the checks and balances which exist in the union-management relationship. Diagram both systems on blackboard. Select two groups of students, one to research constitution and the other to research union-management. After their presentation the whole class will then discuss similarities and differences.	4,5	
		5) Role play a union-management negotiations session. Set up an actual situation which would require negotiations. Each group will decide on their demands. Then they will negotiate them.	1,2,3, 4,5	

Questions and Facts	Concepts	Techniques cont'd.	Rel. Con.	Resources
		6) Discuss the effect of automation on the demand of unions and management.	1,5	
		7) Develop a role playing episode to demonstrate a strike situation such as one caused by unequal opportunities for minority workers, need for improved working conditions or a demand for wage increases.		

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What is industry? What type of industries are in this area?	1) There are different types of industries.	1) Survey the town or area for different types of industries and make a chart listing this information. This could be in a form of a map.	1	1) Manufacturers: Nepera Chemical Union Carbide DeLaval Central Hudson Pierce Ind. Interstate Bag Co. Texaco, Inc. IBM Floatco, Inc. Western Publishing Kraft Corrugated Co
A) Manufacturing Industries 1) Metal Processing 2) Food Processing 3) Paper Processing 4) Material Resources Processing 5) Chemical, Plastics, Synthetics, Public Paint and related Products, 6) Processing wood and wood products 7) Processing store, clay, glass and related products. 8) Processing of leather, textiles, and related products.	2) There are industries that produce things.	2) Take a field trip to a local store, bank, etc., to see how it serves the community.	3	
	3) Industries serve people.	3) Make a bulletin showing how some industries are related and dependent on each other.	5	
	4) There are industries that produce big and heavy things and there are industries that produce light and small things.	4) Make a "movie" of a local industry (pictures on roll of paper) demonstrating what is done there.	2,4	2) Services: Telephone companies Central Hudson Local Stores Banks, chain stores laundries, repair shops, hospitals, motels, Burns Det. Agency.
	5) Industries are dependent on each other.	5) Have fathers and mothers come in and tell class about the local industry in which they work. Encourage them to bring in some products, pictures, etc.	1	
B) Services 1) Domestic services 2) Food and Beverage Preparation 3) Lodging 4) Recreation 5) Personal services 6) Apparel and furnishing Services 7) Protection services 8) Building and related services				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What is industry? Definition: "Industry is a group of of profit making enterprises that produce goals and services" - Webster	1) Both heavy and light industry offer similar diversified job roles.	1) Construct a mural depicting heavy and light industry.	1,2,3 4,5	Books "Frozen Foods Plant' "Men & Steel" "More Hands for Man: The Story of the Industrial Revolution" "17 Million Jobs, The Story of Industry in Action"
	2) Heavy industry may require stronger workers where as light industry may employ more women.	2) Have a pictorial display of different or similar occupations in light and heavy industry.	1,2	
A. Industry 1. Heavy industry (large and heavy end product) 2. Light industry (small and light end product)	3) Heavy and light industry are structured as a community within a community.	3) Have class members make a mold and press play dough or molding clay in it to form a final product. Repetition of the process will help students to understand the concept of automation.	5	Films "The Factory: How a Product is Made" "The Glassblower" "Iron Ore Mining" Filmstrip "Regional Study Series " "Then & Now in the United States Series "Cradle of American Industries"
B. Diversified Job roles 1. Management 2. Professional (college) 3. Non-Professional technician 4. Utility-services				
C. Community within a community 1. Cafeteria-food, water, etc. 2. Fire & Safety 3. Watchmen & Guard 4. Mail and communication 5. Machines instruments, & supplies 6. Services - cleaning, laundry, etc. 7. Education-training 8. Recreation -rest				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
		1) Have a discussion to show similarities and difference in parents occupations. Each child will write a short composition on "What the prime wage earner does?" Follow up project with bulletin board display of job occupations involved.	1	
		2) Have pictorial display of different occupations.	1,2,4, 5	
		3) Develop a scrapbook project on local industry.	1	
		4) Discuss hierarchy of industry compare with hierarchy of home, village, state or nation.	3	
		5) Historically, methods of transportation have changed the location of an industry. Show film on "Development of Transportation"	1,2,3 4,5	
		6) Discuss changes that inventions have had on moving industry from the home to the factory. Show film on beginnings and growth of industrial America.	1,2,3 4,5	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
XII. What are typical jobs in business and industry in the Mid-Hudson Area? See Appendix A for a list of selected job titles covering occupations in the nine broad classification areas.	1) There are various types of jobs available to fill present needs.	1) Define skilled and unskilled labor.	1	Books 1) Night People; Colby, C. 2) Vocations for Boys; Kitson , Harry Dexter 3) Vocation for Girls; Lingenfelter, Mary 4) Jobs to Take You Places; Paradis, Adrian 5) How To Earn Money; Severn, Bill 6) A Girl Called Chris; Nelson, Marg Filmstrips 1) Occupational Education-Unskilled & Semi-skilled job area 2) The Job Interview 3) Stocker in a Supermarket 4) The Waitress 5) Fixing a Flat Tire 6) How To Use Your Checkbook 7) The Variety Store 8) The School Cafeteria Worker 9) The Nurses Aid 10) The Gas Station Attendant Movie: 1) Job Interview: These Young Men
	2) New Industry will need different skills.	2) Discuss various types of industries now existing in the area. Write Mid-Hudson Career Development and Information Center for materials (audio-visual, speakers, written information) pertaining to occupations in local area.	4	
	3) Educational opportunities attract new industry.	3) Discuss possible changes in industry in the area and its effect on the labor market. Ex: Farms disappearing, new industry taking over.	2	
	4) Various jobs are available in a community for summer employment, after school employment, and permanent employment.	4) Discuss the purposes of Board of Cooperative Services and the types of vocational training offered.	3	
		5) Make a bulletin board display of types of jobs and requirements of jobs. Refer to Appendix A for list of selected titles.	1	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. A. What are the significant developments for woman in the American Labor force?	1) Many women work to fill needs (money), happiness, and achievement)	1) Make a list of the firms employing women in your community and the different jobs available in each of the employment settings. These jobs could be coded according to the nine occupational groupings in Appendix A. Using this list of job opportunities for women, indicate on a chart the number of mothers from the class, grade level or school that hold these types of jobs.	1,3,4	
	2) Men and women have the same educational opportunities.			
	3) Woman's work in home takes less time and physical labor today.			
	4) Women are now more accepted in industry.			
III. B. What are the implications of women at work for family life stability?	1) Many mothers work full or part time.	1) Survey the class to ascertain the number of mothers who work full time, part time or who are not employed outside the home.	1,2,3 4	
	2) A working mother affects family life.	2) Discuss mother's role (job at home) father's role and childrens' roles. Is it different if mother works? How and why? Include in discussion some of the following questions: a) Do you help mother with household work? b) Is mother home if you get sick? How do you feel about it?	4	

Questions and Facts	Concepts cont'd	Techniques cont'd	Rel. Con.	Resources
III. B. cont'd.		c) What are your jobs at home? Who cleans your room and makes your bed? d) Do you get your own breakfast? Why? e) Is mother home after school? If not, what do you do? where do you go?		
	3) Working mothers have more responsibility.	3) Make a bulletin board illustrating the daily duties of different family members.	2,3,4	
	4) Family roles and needs are affected when the mother works.	4) Show the filmstrip Family Members Work	4	
	5) Many mothers are employed while at home.	5) Compile a chart of the types of jobs held by the mothers in the class (selling door-to-door, working in a local factory, ironing at home, etc.)	1,5	
	6) Many younger children are sent to nursery schools while their mothers work,			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. A. What are the significant developments for women in the American labor force? A. Population -more women than men 1. birth rate 2. wars 3. accidents B. Education 1. type 2. availability 3. acceptance C. Automation 1. industry 2. home D. Legislation	1) Women have equal education opportunities, and are not satisfied to remain completely in the home. 2) Through automation, women's responsibilities in the home require less time. 3) The larger percentage of women in our population provide a larger source of women employees. 4) There is a greater acceptance of women workers by both men and women.			
III. B. What are the implications of women at work for family life stability?	5) Women have joined together and used our democratic processes to support their position as workers in the community. 6) Women are providing (partial/total) economic support for the family. 7) Women's self-concept of her expanded role (mother/house-wife to supporter/protector/leader) has led to greater confidence and independence.			

Questions and Facts	Concepts cont'd.	Techniques	Rel. Con.	Resources
	8) Due to greater incidence of a lack of the father in the home (war, divorce, death, job) leadership roles in the family are shifting. 9) The child's emotional & social needs may or may not be satisfied depending upon the degree & quality of contact, supervision & environment of the parents.			

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
		1) Discuss the women's suffrage movement of 1890-1920. What is women's suffrage? Describe how historically the American woman was tied to the home, couldn't own land, couldn't vote, etc. Compare this movement with the womens liberation movement of today.	1,5	Books 1) Vocations for Girls 2) A Girl Called Chris 3) Beauty, Brains and Glamour 4) Airline Stewardess 5) Nurses and What They Do 6) Paintbox Summer 7) Stars in Her Eyes 8) Flair for Fashion 9) Time of Starting Out 10) Beth Donnis, Speech Therapist 11) Jet Stewardess 12) Mary Ellis, Student Nurse 13) A Cap for Mary Ellis 14) A Lamp is Heavy 15) Hospital Zone 16) The Organdy Cupcakes 17) Jinny Williams, Library Assistant 18) The Highest Dream 19) The Middle Button 20) Candy Stripers Movies 1) Job Interview: Three Young Women 2) Do I Want to be a Secretary
		2) Discuss the effects of automation on women in the world of work -- more jobs available for women since now machine does work of manual labor. Equal opportunity in education has opened more doors for women in the world of work.	1,2	
		3) Role play a family in various situations -- a. Mounting bills require more money b. Son or daughter needs money for college c. Wife needs to feel she is contributing to the welfare of family.	6,7	
		4) Role play a family in which a father is lacking. Demonstrate how this affects rest of family.	8	
		5) Trace the historical development of the family through the use of a bulletin board project. Show how each role of individual family member has changed down through the years. Example -- mother historically found only in home -- currently trend toward dual role as housewife and second wage earner.	1	

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
What are some of the changing aspects of family life as related to the world of work?	1) Some jobs involve commuting which takes away time from the family	1) Survey the class to find out where their fathers and mothers work and the time involved in getting to work.	1,5	
a. more travel b. more free time c. people tend to live further from the place where they work	2) Some jobs encourage social interaction.	2) Discuss the importance of play and its relationship to human needs (e.g. take away recess and check reaction).	4	
	3) Leisure time activities help people relax from their jobs.	3) List or make a booklet of the children's favorite ways to relax and play.	4	
		4) Make a chart listing different types of family recreations.	4	
		5) Draw pictures showing family relaxing.	4	
		6) Make a mural showing different play activities at school.	4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. What are some of the changing aspects of the family as related to the world of work? (Job mobility)	1) Individual family members are more independent.	1) Have children investigate and compare family life of the past and family life of today.	1,2,4	
	2) Each family member shares to a degree in the family decisions.	2) Invite an airway controller or pilot to speak to the class on the increase in air travel.	3,4	
a. more travel b. more free time c. people tend to live further from where they work	3) There is greater opportunity and incidence in job mobility and change in location of the home.	3) Have students list various reasons why workers have a greater need for recreation than in the past (relate the list to the concept of individual recognition and identity.)	5	
	4) The child's environmental world has been expanded.			
	5) The individual "feels" threatened by overpowering mass production and a loss of identity in the vastness of modern industry.			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. How are work roles developed?	1) Management decides who does a certain job.	1) Develop a role play episode to depict a work situation that applies to the classroom, e.g. competition to do a popular job. What would an employer do in this situation? How would he choose? What are the requirements involved?		
	2) Work roles are developed to get the necessary tasks of making a product or providing a service accomplished.			
	3) Work role requirements are usually built around the following: a. Physical and mental ability b. Personality c. Education d. Job requirements e. Competition			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V How are work roles developed?	1) Industry has changed from crude, manual process to automation and specialization.	1) Plan a field trip to a local industry asking that emphasis be placed on opportunities to view newer, automated processes.	1	Contact the Mid-Hudson Career Dev. Center for help in arranging field trips.
	2) The needs of each industry require different workers.	2) Compare various hand or manual processes (milking cows, making butter, etc.) with modern methods and processes .	1,3	Books 1) Perhaps I'll Be A Sailor; Bether, Ray 2) Careers and Opportunities in Commercial Art; Biegeleisen, J. 3) A Job With a Future in Automotive Mechanics; Connor, J. Robert 4) Doctors and What They Do; Coy, Harold 5) Careers in Horticultural Sciences; Dowdell, Dorothy 6) Lawyers and What They Do; Ernest, Morris, L. 7) Your Future in the Trucking Industry; Eskow, Gerald W 8) Behind the Silver Shield; Floherty, John 9) Plant Scientists and What They Do; Watts, F. 10) Careers in the Building Trades; Kasper, Sydney H.
	3) Work roles are constantly changing as new methods, processes, products are introduced.	3) Give examples of industries which have developed within the past 20 years (computer and space industries)	4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources cont'd.
				11) The Air Force, from Civilian to Airman; Landis, Larry C. 12) Unusual Careers; Munzer, Martha E. 13) The Navy, From Civilian to Sailor; Rovertson, Keith 14)Wall Street Careers; Sarnoff, Paul 15) Your Career in Computer Programing; Seligsohn, I. 16) Sportswriter; Woodward, Stanley 17) Your Career If YOu're Not Going To College; Splaver, Sarah 18) Forest Patrol; Kjelgaard, Jim 19) Junior Intern; Nours Alan, E. Filmstrips: 1) Scientists at Work 2) Look to the Future Movies: 1) High School: Your Challenge 2) The Drop-out 3) Why Study Science 4) Why Study Home Economics 5) Why Study Industrial Arts

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources cont'd.
				6) Choosing YOur Occupation 7) How to Investigate Vocations 8) Selling As A Career

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. What significant factors need to be considered in viewing the working conditions of a job?	1) All discomforts can not be eliminated in a job.	1. Have class members list indoor and outdoor jobs with which they are familiar. Provide time for them to talk about their individual preferences for indoor or outdoor jobs.	1	
Safety hazards Temperature hot - cold Fumes, smells, odors Indoor- Outdoor Noise level	2) Rules of safety need to be observed when working on a job.	2) Conduct a class discussion about safety measures in the school, at work, in the home, etc.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI What significant factors need to be considered in viewing the working conditions of a job (safety-hazards, indoor-outdoor, temperature, fumes, smell, odors, noise.	1) Every individual must be assured that his life is protected from harm.	1) Invite guest speakers to talk about safety measures in the community (policeman, fireman, conservation officer) at work (safety engineer).	1,2	
	2) Each individual must follow rules and regulations in order to protect the well-being of others as well as his own.	2) Discuss some of the jobs in Appendix A with regard to the following working conditions: a. indoor outdoor b. hazards c. special clothing or equipment d. noise levels e. temperature - humidity f. fumes, odors, smells	3,4	
	3) Each individual must be alert for changes in his working conditions which might be hazardous.			
	4) Opportunity should be provided for each individual to contribute suggestions for improving his working conditions.			

SOCIOLOGICAL 22

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII. Why rules and regulations in job, performance, safety measures, plant operation, etc. a. Rules protect people from getting hurt. b. Rules help to get a job done.	1) Order and regularity are important in doing a job. 2) Rules help people to live together in harmony and safety.	1) Have children contribute to establishing class rules and seeing that they are carried out.	1,2	
		2) Develop a role playing episode to depict the break-down of class or community rules.	1,2	
		3) Compile a list of safety rules for school and home.	1	
		4) Draw pictures illustrating safety rules.	1	
		5) Help children understand the importance of stop lights and signs Illustrate the necessity for rules by having two rows of children attempt to cross an established point at the same time.	2	

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII Why do we have rules and regulations in job performance (safety measures in plant operation, time clock, etc.)	1) Each individual needs a feeling of security in what he is doing.	1) Self-Expression a) stories b) poems c) songs d) pictures		
	2) Each individual gains satisfaction and happiness in accomplishing a job well done.	2) Have students construct a model of a time clock similar to that used in business or industry. Discuss why time clocks are used.	3	
	3) Efficiency depends upon the best use of people, time, machine and material.	3) Obtain a list of rules and regulations from a local business or industry and discuss how these are related to job performance.	3,5	
	4) Individuals are happy when they have a feeling that they belong and are a part of the total operation.			
	5) Confusion, indecision, waste, hazards, inefficiency, and feeling of alienation are often avoided by rules and regulations.			

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PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII - What are some of the significant factors in the interpersonal aspects of work roles?	1) Every person has worth and dignity.	1) Develop a role playing episode in which children have an opportunity to play various roles such as foreman (giving directions), production worker (competing and do a task better than a co-worker).	3,4,5	
Example: Interpersonal Aspects: A. Worker-Worker 1) Socializing 2) Cooperating to do a job	2) Every person should be accepted and respected for his own ability and talents.	2) Write a story, "If I Was Boss I Would......"	4,5	
3) Competing to do a task as well or better than co-worker	3) Most workers have a boss or supervisor.	3) Make a bulletin board or mural showing the importance of various occupations in the production of goods or the provision of services.	1,2	
B. Worker-Supervisor 1) Giving directions 2) Job evaluation reports	4) Workers usually try to get along with one another at work.	4) Use the continuum technique to assist in the determination of such preferences as boss-worker, skilled, unskilled occupation, routine-creative, etc.	3,4,5,6	
C. Worker-Subordinate 1) Taking orders 2) Following directions to complete task and satisfactorily.				

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII - What are some of the significant factors in the inter-personal aspects of work roles (worker-worker, worker-superior, worker-subordinate) ?	1)Every individual is a worthy human being with dignity of his own. 2)Each individual should be accepted and respected. 3)Individuals need to cooperate with one another to accomplish a task. 4) Understanding of self and others is important in getting along with others.	1) Develop role playing episodes around some of the following inter-personal situation. a. the necessity for having your tool box locked on the job (lack of trust, worker dishonesty) b. two workers striving for promotion (competiveness) c. Foreman giving orders to finish a job by noon- worker interpreting communication as inference that he is working too slow (miscommunication)		

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

PHYCH - PHYSIO

INTRODUCTION

Vocational choice is a continuing process and is paralleled by the continuing development of the self-concept. Once aware of his feelings about himself, a child is better able to understand the pyschological implications of vocational choice.

In helping the child to explore and develop his self-concept, the teacher need not impose values or value judgments on the child. For example, in a typical classroom situation the teacher may pose the question, "What kinds of work would you prefer?" Student responses may express choices and values quite different than the teacher's. It is important that these be heard and accepted. While classroom peers may disagree with individual choices, the various reactions of all should contribute to self-growth in a climate of acceptance and understanding.

This expression of his feelings will hopefully lead the child to see himself in harmony with, as well as different from, other children. For example, Johnny expresses the feeling that he doesn't mind getting dirty while his friend Patrick says that he doesn't like to get dirty. Johnny becomes aware of several things about himself and others around him (I am different than Patrick, Patrick is not like me).

The concepts and techniques developed in this section of the curriculum are aimed at developing the self-concept and particularly those aspects of it that are vital to the vocational maturation of the child.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
I. How does a worker achieve recognition in business/industrial settings (e.g. doing neat work, being well behaved, getting along with others)?	1) Doing something well or to the best of your ability can result in recognition by others (parents, teacher, employees).	1) Initiate a class discussion by asking "How do your parents feel when you do something good?" (i.e., cleaning up your room) Ask: "What are some of the jobs you must do at home?'	1	
Types of Recognition: Social Economic Psychological (self-concept) Physical	2) Taking care of yourself physically is an important part of your growth.	2) Develop a role playing episode (i.e., set up family situation, one child takes part of mother, one of father, another of child. Then act out a given situation where children please parents.	1	
		3) Ask: "How do you feel when you've done something to make your mother and father or teacher happy"	2	
		(From class examples teacher may develop a role playing episode)	2	
		4) Show a picture of an overweight person and a well-groomed person. (i.e., before and after pictures from magazines) Ask: "How do you feel about these pictures?" Why?	3	Pamphlet by NEA "Unfinished Stories"
		Comparison spectator vs. participant roles in athletics.	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
I. How does a worker achieve recognition in business/industrial settings (i.e., doing neat work, being well behaved, getting along with others) ?	1) Doing something well will bring recognition from parents, teachers, and employers (i.e., neat work)	1) Initiate a class discussion by asking "How do others feel about you when you do something that is expected of you?" (i.e., washing the dishes or taking out the garbage) Ask: "What are some of the things which are expected of you at home or in school?"	1	
Types of Recognition:	2) You are rewarded for good work, both psychologically and economically.	2) Develop a role playing episode. Set up a family situation where certain things are expected of children. Act out what happens when responsibilities are done; what happens if jobs are not done.	1	
Social Economic Psychological (self-concept) Physical		3) Ask: "What do you get for doing something at home?" (i.e., chores, mowing the lawn, washing dishes, etc.) "What do you get for doing something special or extra?" "How do you feel about doing this job?" (i.e., happy, angry, pleased).	2	
		4) Role Play: Johnny took out the garbage (this is his job). On the way, some of the garbage fell out. Johnny doesn't stop to pick it up.	2	
		5) Use resource people to talk with the class about the importance of being physically fit in order to perform their job or to gain recognition in it.	3	

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What are the factors which affect achievement?	1) One will try what he things he can do. (i.e.,climb a tree, jump a rope.)	1) Ascertain how members of the class feel about the following questions: (1)"Do you think you can tight rope walk across Niagara Falls?" (2)"What are some things you think you can do?" (3)"Do you think you can hold your breath for 30 seconds?" (Ask for volunteers. Have the volunteer try to hold his breath.)	1,2,3	
Factors motivation environment home life peers community experiences relationships with others skills developed opportunities	2) You will try what others think you can do. 3) One will do what he knows he can do (i.e., preference of academic subject).			

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What are the factors which affect achievement? Factors Motivation Environment home life peers community Experiences relationships with others skills developed opportunities	1) A worker's efforts are determined by what he thinks he can accomplish.	1) Develop the following hypothetical story. Twin brothers have the job of mowing the lawn. Father buys new riding mower. Johnny wants to get on mower and mow the lawn because he thinks he can do it. Jerry doesn't want to use mower because he doesn't think he can operate it. Their father believes both boys can operate it and encourages both to use it. Develop several ideas related to their use of the mower based on what each thinks he can do, what others think he can do (expectations) and what he knows he can do.	1,2,3	
	2) A worker's achievement is affected by what others expect of him.	2) Develop a role playing episode showing parents who would like their child to go to college and a child who would like to work with his hands. Emphasize both positive and negative factors in parental influences.	4	
	3) A worker's achievement is determined by what he knows he can do.	3) Discuss parental and peer influences in determining vocational choice.	4	
	4) One's choice of future work is likely influenced by parents and friends.			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. What is the relationship between factors of the self-concept and of work?	1) People are able to do different things (i.e.,drawings,play)	1) Have the class discuss what their fathers or mothers do for a living. (Bring out facts that people do different things for a living.)	1,2,3	
A. Types of abilities:	2) Some jobs you do with your hands, some by thinking.	2) Take a field trip to see different types of jobs.	1,2,3	
manual dexterity mental (intellectual) creativity strength & endurance leadership coordination:	3) You do different jobs different ways. (i.e.,carpenter-teacher)	3) Use show and tell time to have children bring in things their parents make.	1,2,3	
eye-hand hand-foot body hand-hand	4) You have to be strong to do some jobs (i.e.,football player, lumberjack, etc.).	4) Have the children make a list of experiences in which they think being strong is important.	4	
Self-concept (abilities) represents what an individual thinks / feels about himself and his abilities.				

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. What is the relationship between factors of the self-concept and of work?	1) Different opinions of oneself leads to different jobs.	1) Have class members discuss how they view themselves in the various abilities listed.	1,2	
A. Types of Abilities:	2) A lower self-concept can lead to a lower level of achievement.	2) Take a field trip to see different types of jobs and ask students to imagine themselves in selected positions.	1,2	
manual dexterity mental (intellectual) creativity strength & endurance leadership coordination: eye-hand hand-foot body hand-hand	3) A person who thinks of himself as physically strong is likely to find a job in which he can give expression to his strength.	3) Have children make a bulletin board showing different kinds of jobs and their relationship to the different types of abilities.	1,2	
Self-concept (abilities) represents what an individual thinks/feels about himself and his abilities.		4) Have each class member rate his own strength and endurance. Ask to talk about their rating and/or their experiences where strength/endurance was important.	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. B. Types of interests:	1) People like different things (i.e., artistic, scientific, social).	1) Ask members of the class "What do you like to do?" List responses on board.	1	
Athletic Artistic Mechanical Scientific Social Mathematical Religious Political Musical Dramatic	2) People are happy doing things they like to do.	2) Have children demonstrate their interests by bringing in hobbies for show and tell.	1,2	
		3) Develop a "Happiness Is..." bulletin board having each child indicate the things that interest him and tend to make him happy.	1,2	

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. B. Types of interests: Athletic Artistic Mechanical Scientific Social Mathematical Religious Political Musical Dramatic	1) People have different interests (science, sports, music).	1) Have children list their interests and compare their interests with other members of the class.	1,2	
	2) People enjoy doing things they are interested in doing.	2) Have children tell about their interests by demonstrating hobby, interests, preparing exhibits, etc.	1,2	
	3) People seem to do better the things they enjoy.	3) Let children list at beginning of the day (what they like to do). Evaluate at end of day how well they did jobs.	3	
		4) Have children rank order their interests (use the types of interests listed here).		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. C. Types of Aspiration:	1) Everyone has different wishes (i.e. to be rich, to be famous).	1) Ask members of the class "If you had only one wish, to what would you aspire?" List the responses and ask the class to discuss the different types of aspirations.	1	
Prestige Wealth Fame Power Success Happiness Adventure	2) What ever you wish to be is important and should be respected.	2) Establish small groups in the class with similar aspirations to report to the whole class on why they feel their goals are important and worthy of respect.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. C. Types of Aspirations :	1) Everyone has different aspirations.	1) Ask members of the class "If you had only one wish, to what would you aspire?" List the responses and ask the class to disduss the different types of aspirations.	1	
Prestige Wealth Fame Power Success Happiness Adventure	2) All aspirations are important and should be respected.	2) Establish small groups in the class with similar aspirations to report to the whole class on why they feel their goals are important and worthy of respect.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. D. Values & Beliefs. Areas of Values & Beliefs: Economic Social Religious - Political	1) People do things differently depending on their own values and beliefs.	1) Have each member of the class tell about something in which the believes. Each belief stated he should be accepted although the teacher and/or individuals in the class should be allowed to disagree if they choose to do so. Statements or beliefs which represent misinformation or factual inaccuracies can be discussed and students should be encouraged to pursue other sources of information.	1	

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III D. Values & Beliefs Areas of Values and Beliefs	1) People bring different values to their jobs.	1) Initiate a discussion on approaches to homework, for example: "When, where, why, how do you do your homework?" Refer to the concept in question.	1	
Economic Social Religious Political Aesthetic	2) Some people value work because of the social aspect of work.	2) Storytelling - i.e., tell a story involving the consequence of not doing your best (ex. team of astronauts; a football team, etc.)	2	
	3) Some people value work that keeps them clean, others value work that involves grease and oil or mud and dirt.	3) Develop a role playing episode in which children are able to consider the relative importance of such work values as (1) Knowing that your job will last (2) adding beauty to the world. (3) Having many contacts with fellow workers (4) Having power over the workers	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. E. Worker Temperament	1) Workers have different feelings and temperaments.	1) Develop role playing episodes to help children become more aware of their preferences for different types of work situations such as those listed in the left hand column	1,2	
Liking variety/change taking risks working alone performing under stress doing repetitive jobs	2) A worker's feelings can help him or hurt him on his job.	2) Use the continuum technique by having children respond to the job situations listed in the left hand column.	1,2	

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. E. Worker Temperament	1) Workers display different temperaments in their jobs.	1) Develop role playing episodes to help children become more aware of their preferences for different types of work situations such as those listed in the left hand column.	1,2	See D.O.T. (Volume II),p.654
liking variety/change taking risks working alone performing under stress doing repetitive jobs.	2) A worker's temperament affects his job.	2) Select three different work situations and have members of the class rank order their preferences. Repeat with different work situation groups as many times as desired.	1,2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. What are some of physiological factors in the vocational development process?	1) Some jobs have size requirements (jockey)	1)Have the children talk about differences in height, weight and other factors that are associated with body size.	1	
Types: A. Size Coordination	2) For different jobs you have to be able to do different things with your arms and/or legs.	2) Using the different jobs suggested in Appendix A, arrange for a worker to visit the classroom to show how coordination is important in his work routine.	2	Contact Mid-Hudson Career Development for help in finding a worker representative to visit the classroom.
		3) Have upper level students demomstrate the following: (a) driving a truck,(eye-hand-foot coordination) (b) typing,(eye-hand, hand-hand coordination (c) dancing,(hand-foot coordination) Other types of demonstrations may be provided by parents whose work involves size or coordination features.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. What are some of the physiological factors to be considered in the vocational development process?	1) Some jobs have size requirements.	1) Discuss the various physiological differences associated with individual differences. Some emphasis can be placed on size as a factor in male-female job determination.	1	
Types: A. Size Coordination	2) Different jobs require different types of coordination.	2) Using the different jobs suggested in Appendix A, arrange for a worker to visit the classroom to show how coordination is important in his work routine.	2	Contact Mid-Hudson Career Development Center for help in finding a worker representative to visit the classroom.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. B. Handicaps	1) Some people only have one arm or one leg, but they can still do a job well.	1) Have children perform task in classroom using only one arm and hand. List tasks that can be done with one hand. Examples: writing, lifting, moving, etc.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. B. Handicaps	1) A physical handicap is not necessarily a job handicap.	1) Invite a worker with a physical handicap to visit the classroom to discuss the duties of his work and his feelings about his performance on the job. 2) Have the class identify and list various jobs in the region that could be performed by a person with a physical handicap.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C. Appearance	1) Appearance is important in many jobs (airline stewardess, nurse, gas station attendant)	1) Discuss how different workers appear on the job (uniforms, Hair, etc.) and why their appearance is important to the work.	1	
	2) Employers often require workers to be neat and clean (It may be necessary to help the students differentiate between neatness and cleanliness).	2) Have children rank themselves from very neat [neat [messy] very messy]	2	

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C. Appearance	1) Certain jobs require neatness and cleanliness.	1) Discuss the relative importance of neatness/cleanliness in different types of work.	1	
	2) Appearance is very important in securing a job.	2) Mock interview a man applying for an office job. Without telling interviewer what to look for, have one applicant come into class "neat" then have another applicant come into class "messy" (shirttail out, hair messed, etc.) Then have interviewer make a value judgment based on the appearance of the applicants.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D. Strength and Endurance	1) You have to be strong to do some jobs. (construction workers, football players.)	1) Stairs technique. Have children rank several jobs according to strength required from bottom of stairs (weak) to top (strong). Then have children rank themselves up the stairs. How do they see themselves in relation to strength? 2) Choose two children (large boy, small girl) have them do something that requires strength (move desk, etc.)		

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D. Strength and Endurance Physical Demands 1) Lifting, carrying, pushing and pulling 2) Climbing and balancing 3) Stooping, kneeling, crouching, crawling 4) Reaching, handling fingering, feeling 5) Talking, hearing 6) Seeing (These physical activities are defined in detail in the D.O.T. (Volume II), PP.654-654.	1) Certain jobs require a great deal of strength (construction workers and football players)	1) Using the selected titles in Appendix A, have members of the class ascertain the various physical demands for a number of the occupations listed. This information can be located in the Dictionary of Occupational Titles (1966 Supplement)		D.O.T. (1966 Supplement)

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. What are the implications of work opportunities/ work roles in sex role identification (masculinity-feminity)?	1) Some jobs are considered a "man's" work while others are considered a "women's" work.	1) Have the class identify some work positions which they believe to be a "man's" work - a "women's" work.		
Nursing - mainly women but men are entering the field.		2) Take a field trip to a local plant employing both men and women, where they can see both sexes performing the same job.		
Jockey's - mainly men but woman but a few women are entering field.		3) Use resource people- e.g. bring in a police woman to show that there are opportunities for women in police work.		
Plumbers - manily men but women are entering field.				
Bus Drivers - mainly men but women are entering field.				
Secretaries - mainly women but men are entering field.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. What are the implications of work opportunities/work roles in sex role identification (masculinity-feminity)?	1) Some jobs performed by men are now also being performed by women, and vice versa.	1) Have the class identify some work positions which they believe to be a "man's" work - a "women's" work.	1	
Work related to sex roles.	2) Women are increasingly demanding equal job opportunity.	2) Take a field trip to a local plant employing both men and women where they can see both sexes performing the same job.	1	
Nursing - mainly women but men are entering the field.		3) Use resource people - e.g. bring in a police woman to show that there are opportunities for women in police work.	1	
Jockey's - mainly men but a few women are entering field.		4) Discuss the idea that women are discriminated against in job opportunity and job promotion.	2	
Plumbers - mainly men but women are entering field.		5) Discuss recent trends in advertising job availability (i.e., classified advertisements, sex differentials etc.		
Bus Drivers - mainly men but women are entering field.				
Secretaries - mainly women but men are entering field.				

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. How does modern technology affect the worker and worker productivity.	1) Machines can do the work for people. 2) One machine can do the work of many people (sewing Machines.) 3) People are needed to build the machines. 4) People are needed to operate the machines. 5) People are needed to repair the machines. 6) Workers need more training to build, operate, and repair machines. 7) Machines work faster than people. 8) Machines can do heavy work thereby saving a worker's energies.	1) Plan a field trip to local plant to demonstrate that machines do work more efficiently than people. (a) Have children observe how hydraulic lifts can pick up heavy material. (b) Have children observe time required to type a ditto master and number of copies Ditto machines can run off in same amount of time. (i.e.,it takes typist 10 minutes to type a ditto master and it takes a machine one minute to run off 100 copies.) (c) Show pictures, films, filmstrips, video tapes and other audio-visual aids to illustrate machines being built, operated, and repaired.		Contact the Mid-Hudson Career Development Center for help in arranging field trips.

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. How does modern technology affect the worker and worker productivity.	1) Machines can do the work for people. 2) One machine can do the work of many people (sewing machines) 3) People are needed to build machines. 4) People are needed to operate the machines. 5) People are needed to repair the machines. 6) Workers need more training to build, operate, and repair machines. 7) Machines work faster than people. 8) Machines can do heavy work thereby saving a worker's energies.	1) Plan a field trip to local plant to demonstrate that machines do work more efficiently than people. (a) Have children observe how hydraulic lifts can pick up heavy material. (b) Have children observe time required to type a ditto master and number of copies Ditto machines can run off in same amount of time (i.e., it takes typist 10 minutes to type a ditto master and it takes a machine one minute to run off 100 copies. (c) Show pictures, films, filmstrips video tapes and other audio-visual aids to illustrate machines being built, operated and repaired.	1,2,3 4,5,6 7,8	Contact the Mid-Hudson Career Development Center for help in arranging field trips.

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

ECONOMIC 1

Introduction

A. What are the basic economic systems in the world today?

1. Capitalism is the system in which the means of production owned by private individuals and companies which operate with a minimum of governmental control. The U. S. operates under this system. Under the capitalist system, money earned from production is retained by the individuals and companies. The capitalist system is based on the profit motive.

2. Communism is a system in which the means of production are owned and directed by the government. Under Communism, the profit motive is absent. Worker's in all industries are paid by the government on the basis of the importance or amount of their work.

3. Fascism is the system in which the means of production are owned by private individuals and companies which operate under a large degree of governmental control.

4. Means of production include such things as factories, mines, farms, transportation and communication networks, and sales outlets.

To introduce these concepts, the following techniques are suggested:

1. To clarify the difference between the profit motive of capitalism and government ownership of communism, the class might construct a simple product such as candles, paper flowers, for sale (possible in conjunction with the industrial oil program). Divide the class into two groups, one to divide the profits earned (representing capitalism) and the other to be paid a sum for their labor (the sum to be determined by the teachers, representing the Communist Government. (concept 1 and 2)

2. Select a simple product and construct a bulletin board to illustrate the means of production involved. (Concept 4)

3. Select a finished product such as a shirt, a pair of shoes, or a bicycle. Through class discussions, compose a list of sources of raw materials, manufacturing processes, means of transportation, and sales outlets which made it possible for us to obtain the finished product. Divide the class into groups to represent these various means of production. Have them do research to learn more about their part in the production process. Through group reports, the pupils could trace the entire process from raw material to final sale. (Concept 4)

   The remaining categories will deal with the industrial (Section B), Personal (Section C), and Community (Section D) aspects of the American economic system and the implications of these concepts for vocational maturation.

ECONOMIC 2
B. Industrial

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-I What is the goal of employer and employee in the free enterprise system?	1. If you work for somebody, you are an employee. 2. If others work for you, you are an employer. 3. Some people do the whole job themselves, they are called self-employed.	Find pictures of people at work and arrange them in categories of employee and employer. Ascertain by questionnaire these parents who are employers, employees or self-employeds. Use the questionnaire to allow students to talk about what it means to be an employer or an employee.	1,2 3	Doubleday Multimedia 1371 Reynolds Ave. Santa Ana, Calif. 92705 They are in the process of producing a vocational guidance series. "Most major job classifications are treated in this series of 13 films. Each production stresses job opportunities, daily work assignments, working conditions and other facets of the various occupations." Educational ABC's of Industry Inc. Niagara Falls, N.Y. 14305 Magazine-The Educational ABC of Industry. This magazine is available to teachers for use as supplementary textbooks for

cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
				elementary and secondary schools. Its purpose is to 1. outline career opportunities to students 2. present educational story covering limited number of American services and industries. It is available for any 9 year old or over. AFL-CIO Radio Harry W. Flannery 815 Sixteenth St. N.W. Washington, D.C. 20006 Do Higher Wages Cause Higher Prices? (i,p,s) Tape of an economist for AFL-CIO answering questions relating to prices, wages, and labor union organization. Why Unions? 9i,p,s. CIO Director answers questions concerning labor union organization

ECONOMIC 4
B. Industrial

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-I What is the goal of employer and employee in the free enterprise system?	1. Workers are interested in securing fair hours, higher wages, safer working conditions, job security, control over promotional policies and fringe benefits.	1. Ask pupils to think about the objectives they would seek if they were working in an industry. Then ask them to interview their working parents to determine their goals. Compile the lists they have brought back from home and compare them with the items they suggested.	1	Doubleday Multimedia 1371 Reynolds Ave. Santa Anna, Calif. 92705 They are in the process of producing a vocational guidance series. "Most major job classifications are treated in this series of 13 films Each production stresses job opportunities, daily work assignments, working conditions, and other facets of the various occupations."
	2. Employers are interested in receiving the highest possible amount of money for producing a quality product. Our capitalistic economic system is based on the profit motive with profit being defined as the difference between the total cost of production and the amount received for the finished product.	2. To clarify the profit motive, it might be possible to start a school store to sell such things as school supplies, school badges and decals. Pupils will have experiences with buying from wholesalers, determining a fair retail price, and selling the supplies. The profit would then be easily seen as the difference between the wholesale and retail price.	2	
		3. If the school administration approved, shares of stock might be sold to the student body to raise the money needed to buy an initial inventory from the wholesale. After sales and profits are made, dividends would be paid to the shareholders.	2	Education ABC!s of of Industry Niagara Falls, N. Y. 14305 Magazine-The Educational ABC of Industry. This magazine is available to teachers for use as supplementary textbooks for elementary and sec-
		Seek out filmstrips which illustrate the goals of workers and the aims of industry.	1	

INTERMEDIATE

Questions and Facts	Concepts	Techniques cont'd	Rel. Con.	Resources cont'd
		4. Assist the pupils in selecting a hypothetical industry producing a specific product. Help them to realize the cost of all factors involved in production, i.e., raw materials, transportation, cost of equipment, depreciation, labor costs, etc. Discuss how to arrive at the price to be received for the finished product in order to secure a fair profit. This activity would achieve a blending of math and social studies activity. As a further extension, discuss how an increase in labor costs due to an increase in wages would affect the cost of the finished product.	2	secondary schools. Its purpose is to 1. outline career opportunities to students 2. present educational story covering limited number of American services and industries. It is available for any 9 year old or over. AFL-CIO Radio Harry W. Flannery 815 Sixteenth St. N.W. Washington, D.C. 20006 Do Higher Wages Cause Higher Prices? (i,p,s,) Tape of an economist for AFL-CIO answering questions relating to prices, wages, and labor union organization. 1. United Auto Workers Union 2. Files of local newspapers.

ECONOMIC 6
B-I

INTERMEDIATE

cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
				3. Old magazine file of the local library
				4. Filmstrip- "What is Economics?" Eye Gate
			1	5. Filmstrip series - "Economics For Our Times"(6) and "The World of Economics" (8) Educational Record Sales, 157 Chambers St. New York, N.Y. 10007
				Junior/Senior high filmstrips which might have application in an advanced upper elementary group.
				6. Filmstrip series-"The Evolution of American Industry, Enterprise and Welfare" 4 filmstrips S.V.I.

ECONOMIC 7
B. Industrial

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-II. What is the union role in determining labor market trends, job opportunity and distribution, and job income?	1. Some workers belong to groups called unions.	1. Have a bargaining trade fair. Each child brings a toy, book, etc., he no longer wants. He is to do his own bargaining. If he is not successful, he can be helped by someone or group who have been successful. Follow-up with discussions of the factors that made each individual unsuccessful.	1,2 3	Filmstrip Interdependence in Industry Causes, effects of industrial specialization Wayne State Univ. AV Prod. Center 680 Putnam Detroit, Mich. 48233 Director: Att: Sherman A. Willson.
	2. Worker groups, called unions, help workers receive higher wages, fair hours, safe working conditions and job security.	2. Plan a historic mural depicting a bartering meeting between Indians and pioneers. Show how the present use of money replaces the bartering aspect of exchanges for goods and services.		Films Mr. Webster Takes Stock Sterling Movies U.S.A., Inc. 43 West 61st St. New York, N. Y. 10023 Film tells what happens when teenage son of house studies our economic system in school, visits the New York Stock Exchange and finds out how people put money to work by investing in sound common stocks.
	3. Unions gain worker benefits by bargaining with the employers.			

ECONOMIC 8
B-II

PRIMARY

cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
				The Factory: How a Product is Made Film Associates of Calif. Santa Monica Blvd. Los Angeles, Calif. Illustrates many steps involved in manufacturers of typical factory product. Trade and Transportation. The Way We Live: Group II Trade and Transportation Making a Living Around the World Buying and selling United World Films 1445 Park Avenue New York, N. Y. 10001 Working Together Encyclopedia Britannica Films 1150 Wilmette Ave. Wilmette, Ill. 60091

cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
				How workers, management in American industrial plant learned from experience that working together is best for both.

ECONOMIC 10
B. Industrial

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-II What is the union role in determining labor market trends job opportunity and distribution, and job income?	1. Many workers belong to groups called unions.	1. For motivation, bring in current news articles about a contemporary strike or labor dispute. Discuss the meaning of the strike and take advantage of children's curiosity to initiate a study of labor unions. Through the use of the role-playing, demonstrate some of the abuses endured by workers during the Early Industrial Revolution - long hours, low pay, dangerous working conditions, child labor, etc. Have some pupils adopt the role of employees working under these conditions, while others can enact the role of employers. Dramatize early labor attempts at individual negotiations and its failures. Next show the organizations of workers into unions and the development of successful collective bargaining. Union techniques of securing their goals can be illustrated.	1,2	1. Fifth and sixth grade social studies texts. 2. Representative from a nearby labor union. 3. Encyclopedias from the school library. 4. Card catalog of school library to find books which would be helpful in research for Technique #3. 5. Filmstrips re. labor unions-check list from Mid-Hudson Career Development Information Center Sargent Ave. Beacon, N.Y. 12508 6. Union list 7. Current newspapers. 8. American Federation of Labor and Congress of Industrial Organizations 815 Sixteenth St. N.W. Washington, D. C. 20006
	2. A union represents the workers in negotiating with the employers to gain the desires of the workers. These negotiations are known as collective bargaining.	2. Cooperate with the class in composing a list of questions concerning the goals and techniques of labor unions, invite a local union representative to visit the class to answer the questions.	2,3	

ECONOMIC 11
B-II cont'd.

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	3. Unions have various techniques of securing gains from the employers. Some of them are the strike, the slowdown, and the boycott.	3. Individual research and reports on the history of the labor union movement. Samuel Gompers, the Knights of Labor, the Homestead and Pullman Strikes, John L. Lewis, the AFL/CIO, Eugene Debs.		9. Booklet - "Why Unions?" Publication 41 AFL-CIO 10. Filmstrip- "Labor Problems and New Areas of Industry", Eye Gate House, Inc. Jamaica, N. Y. 11. Filmstrip - "The Working Man in Our Democracy", Eye Gate 12. Filmstrip "The American Economic System", Eye Gate 13. Filmstrip "Industry Changes America" Eye Gate 14. Filmstrip "Labor and Labor Unions", Eye Gate 15.Filmstrip - "Labor Day", Eye Gate
	4. There are two basic types of unions: Craft Union represents workers in a specific type of work or skill, and Industrial Union represents workers in a factory regardless of the type of work they do.	4. Write letters to labor unions soliciting literature pertaining to their efforts, techniques and achievements.	2,3	
	5. Unions are organized on a local, state, national and international level.	5. Show filmstrips portraying various aspects of union organization or operation.	1-9	
	6. Workers must meet various requirements to gain membership in a union. Union workers must pay dues to maintain their membership. Supply and demand of specific skills of workers affect union membership.	6. Make a bulletin board illustrating the goals of unions: higher pay, shorter hours, safer working conditions, elimination of child labor, job security, vacations.	2	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	7. Many workers are not represented by unions. These workers may or may not benefit from gains secured through the work of unions.	7. Debate Topic: Workers in a modern industry should achieve their goals through union membership. Negative aspects of union action such as labor-management friction and threat of pay loss during strikes would have to be considered as well as positive factors such as collective strength.		
	8. Unions have generally improved the life of workers. However, the efforts of labor unions can have a detrimental effect on workers, i.e., friction between employers and employees, loss of pay due to strikes, cut-down of work force after salary increases.	8. Through utilization of dramatic play, illustrate union techniques such as the strike, slowdown, boycott, and closed shop.		
	9. Unions have played a major role in the history of industry in the U. S. and the world.	9. Invite two representatives of local industry and two representatives of local labor unions to participate in a round table discussion of the goals of industry and labor. Careful preliminary planning with these individuals would be necessary.	1,2	Contact the Mid-Hudson Career Development Center for help in identifying representatives to to participate in this discussion.

ECONOMIC 13
B. Industrial

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-III What is the relationship between work and income?	1. People work to receive money.	1. Determine rewards for classroom chores which can be made in the form of points of play money. At the end of the project, plan time for treats such as lollipops which can be purchased with the points or play money earned.	1,2	
	2. The amount of money earned is called income.	2. Find out which pupils earn a weekly allowance. Ask them what work they do to earn the allowance and how they spend it.	1,3	
	3. People need money to purchase what they need and want.	3. Develop a bulletin board showing how the pupils within the class spend their allowance. Rank the most frequent items listed.		
	4. People earn different amounts of money for different jobs.	4. Set up a simple questionnaire for the parents. On the questionnaire, provide space for the following information. a. type of job held (self-employed) b. wage, hr., wk., yr., etc. c. length of employment d. benefits e. hazards f. education, h.s., college, Using the information obtained about the above items, have the class construct a scrapebook of job categories showing worker 1. Hr. 2. Week 3. Yearly 4. Other This questionnaire may be used in developing other concepts in this and other areas.	4,6 7	

ECONOMIC 14
B-III cont'd.

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	5. By law, people must be paid a certain amount for their labor. 6. There are many types of work in the Newburgh area. a. jobs paid by the hour. ex: clerks maids hospital aides orderly b. jobs paid by the week. ex: secretary sales people c. jobs paid by the year. ex: teachers prof. athletes social workers resident doctors company lawyers administrators public employees policemen d. jobs paid by the quantity of work done: ex: piece work (sewing machine operators) e. Commission ex: sales - Avon Fuller Brush Cars Encyclopedia			

Questions and Facts	cont'd. Concepts	Techniques	Rel. Con.	Resources
	7. Some people go to school for more years than others. This may have an effect on their earnings.			

ECONOMIC 16
B. Industrial

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-III What is the relationship between work and income?	1. There is an economic compensation for labor.	1. Discuss allowances earned by pupils, how they earn them, and how the allowances are spent.	1-3	1. File of old magazines for pictures-useful in technique #2.
	2. Income can be defined as the total earnings.	1. As an art project, construct a chart or mural showing the basic expenses of a family. Cut out pictures of homes, food, clothing, cars, appliances, recreational items, etc. and mount them.	3	2. Collection of play money taken from games such as Monopoly or Jeopardy.
	3. Money is necessary to purchase food, clothing, shelter and recreational pleasure.	3. As a mathematic project, construct a pie graph showing the percentage of a family income spent for the various purposes.	3	3. A knowledgeable resource person from the local New York State Employment Office.
	4. Jobs have different economic values.	4. To differentiate between pay by the hour and piece work, assign a series of math problems to be done in a half hour. Pay the pupils with play money for their work. Let some pupils receive payment for six five-minutes work periods. Pay the others a sum for each problem done. At the end of the time, discuss with the pupils their feelings as they worked under their different systems. As a follow-up, assign the task of finding out some jobs of industries in which income is determined by time or output.	4,5	4. Dictionary of Occupational Terms.

INTERMEDIATE

cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	5. There are certain principles involved in the determination of the economic remuneration of labor: a. certain jobs are rewarded as to the time element involved. b. certain jobs are rewarded as to the amount of work done. c. education can affect the level of income one receives. d. there is a maximum economic value of certain jobs e. some workers are paid by the amount of responsibility one assumes. f. there are two basic systems by which people are paid. The labor group is paid on a weekly, monthly or hourly basis. The salaried group is hired for a year or more at a time. This group covers many professional and managerial areas. g. the minimum wage, as specified by law, is the lowest amount of money that can be paid for an hour's labor.	5. Ask the pupils to interview their parents to determine the basis on which they are paid and the kind of work they do.	4,5	5. Filmstrip- "What are Job Families?" Society for Visual Education, Inc. 1345 Dwersey Pkwy. Chicago, Ill. 66114

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	h. the minimum wage, as specified by law, is $1.85 per hour. i. for the same job a woman is paid the same amount as a man.			
	6. Jobs in the Newburgh Area can be arranged in nine main groups which can be further classified by job titles.	6. Arrange an interview in which a youngster visits the local Employment Office to seek information concerning minimum wage laws and laws pertaining to equal compensation for women.	5	6. Filmstrips - "Working in the City" "Working in Our Town" and "Business in The City" Educational Record Sales
		7. Pupils name all of the types of jobs they can think of. List them on the chalkboard. Then examine the list and try to arrange them in groups. At this point, introduce the nine work groups proposed by Dictionary of Occupational Terms, Vol. II, pg. 1 and 2. Arrange job types named by pupils under the appropriate groups. Determine by research and reference to the Employment Office, the general methods to pay in the job groups.	6	JOBS CAN BE ARRANGED INTO GROUPS? 1. Professional, technical and managerial. 2. Clerical and Sales Occupations. 3. Service Occupations 4. Farming, fishing, foresting and related occupations 5. Processing occupations 6. Machine trades occupations 7. Bench work occupations 8. Structural work occupations.

ECONOMIC 19
B-III

INTERMEDIATE

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
		8. Construct a bulletin board depicting the job groups and kinds of work done under each.	6	9. Miscellaneous occupations
		9. Give pupils an opportunity to select a job group in which they would be interested and write a composition as to why they chose that group.	6	USE D.O.T. (Vol. II) p.p. 1-2.
		10. Refer to the Mid-Hudson Industrial Assoc., 35 Market St., Poughkeepsie, N. Y., for information concerning the income level of the nine job groups. Construct a bar graph to illustrate the incomes.	4,6	For further divisions of jobs and wages refer to: Mid-Hudson Industrial Association 35 Market Street Poughkeepsie, N.Y.
		11. Determine from MHIA and the local NYSES office how many years of formal education are required for sample job types in the nine basic job groups. Illustrate this data by assisting pupils in constructing a large bar or line graph for display on the bulletin board.	5c	
		12. Select one job type from each job group. Plan a simple assembly program in which pupils present themselves as workers in these job types.	6	See Appendix A for selected job titles representatives of these available in the Mid-Hudson Area.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-IV What deductions are made from a worker's salary?	1. The amount of money you receive after deductions are made is defined as the take home pay.	1. Math Lesson: (Multiply hours x rate) equal large piece of paper.	1,2 3	
	2. Deductions are sums of money subtracted from one's pay for: a. taxes b. health plans c. social security (retirement)	Subtract deductions: taxes health soc. security Result=take home pay What is left of the original paper		
	3. Other workers may have further deductions for: a. savings b. stocks c. breakage of equipment	Further deductions on voluntary basis: stocks, savings		

ECONOMIC 21
B. Industrial

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B-IV What deductions are made from a worker's salary?	1. The amount of money you receive after deductions is defined as take home pay.	1. Set up a situation (by means of mock money) where students receive an income for duties performed. Build in a tax system, etc. for the maintenance of the classroom.	1	Samples of portions of paychecks from base pay.
	2. Deductions are sums of money subtracted from one's pay for: a. taxes-state and federal. b. health plan ins. c. soc. sec. or pension d. voluntary retirement plans e. other voluntary deductions: savings and stock f. breakage of equipment.	2. Prepare a sample portion of a pay check showing gross pay and deductions. Supply each pupil with a copy. Discuss with your class the meaning of the various deductions. Add the deductions and subtract the total from the gross pay. Explain this in terms of "take home pay".	1,2	
		3. Construct a pile graph showing the take home pay and all of the various deductions.	1,2	
		4. Discuss with the class what they know about taxes and why we must pay them. Formulate a list of desired learnings on the topic. Show filmstrip "Taxes".	2	Filmstrip - Taxes Available from Eye Gate

C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-I How does one advance on the job?	1. Within a specific industry, one can move from a simple job to one that is more difficult.	1. Group games - Bingo, Lotto Opportunity for winner to become caller. Spelling and Mathematic Bees - top achievers become caller or teacher.	1,2 3	Bailey Films 6509 DeLongpre Ave. Hollywood 28, Calif.
	2. A worker can be advanced to a job which is more interesting and challenging than his previous job.	2. Class or individual teacher can rank the classroom helpers. Child may not advance further along scale until he has satisfactorily completed each specific job. After completing the class helpers list he may further advance toward library or safety helpers.	1,2 3	Film-Fathers Go Away to Work Three fathers of different occupations are seen leaving home and at their respective jobs. Illustrates how many other families are dependent on their jobs and services.
	3. Good workers are often given better jobs in their fields.	3. Pupils are chosen as guides during open house kindergarten registration times - at assembly programs - elections.		
		Library Helpers & Safety Patrols Child within class that has shown leadership potential and initiative may advance from a classroom helper to a more responsible school position. Factors affecting the choice may be: a. grade attending (education) b. personal attributes (initiative c. past evaluations (experience) d. interest		Churchill Films State 1520 6671 Sunset Blvd. Los Angeles, Calif. 90025
		Radio Club - Creative writing lesson. Class to select best stories. These are to be read on the school radio by the individual author.		Film-What Do Fathers Do? Child sees how fathers earnings buy the things his whole family wants and needs.

ECONOMIC 23
C. Personal

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-I How does one advance on the job?	1) There are different types of job advancement: (a) Higher wage or salary (b) to a job with more satisfactory hours (c) to a more interesting and challenging job.	1) Have the class discuss how one is evaluated in order to advance on the job. What qualities would class members look for? Further develop this during unit study when a group project is necessary. Divide the class into groups, the groups (by voting) select a group leader. He is chosen because of the above mentioned qualities. He in turn is responsible for the people working under him. Also may employ this concept at recess time or any group sport where a team captain must be voted upon.	2	
	2) Job advancement depends to a varying degree upon: (a) education - amount of formal education which the worker has experienced which improves his knowledge and ability, or on-the-job training which prepares him for the mastery of a more complex task. (b) experience - degree to which a worker has thoroughly mastered every aspect of his present position.	2) Resource person (personnel office of an industry)	2	

Questions and Facts	Concepts cont'd.	Techniques cont'd.	Rel. Con.	Resources
	(c) length of service - amount of time on a certain task which enables the worker to grasp a more difficult or challenging task. (d) initiative - worker's willingness to accept extra responsibility without direct orders from his superiors. (e) leadership potential - degree to which a worker shows an ability to accept responsibility and lead others. (f) interpersonal - relationships - degree to which a worker interacts in a positive and constructive way with his fellow workers and superiors. (g) vacancies - whether positions at a higher level are available determines to a large degree the upward mobility of a worker possessing the above listing characteristics. 3) In order to maintain or advance in a position the worker is evaluated by his immediate superior and other supervisory personnel.	3) Filmstrips	1,2	
		4) Write to different industries asking for methods of evaluation for advancement.	2	

ECONOMIC 25
C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-II What are the typical benefits provided a worker?	1) Besides money, a worker gains other benefits. (a) vacations (b) health insurance (c) retirement (d) recreational facilities (e) educational opportunities	1) Discuss with class where parents are employed. Have children tell about the facilities that are available or have them find out about these. Compare facilities with others in the area.		

ECONOMIC 26
C. Personal

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-II What are the typical benefits provided a worker?	1) Aside from money, and employee may receive other benefits: a) health insurance b) paid vacations c) medical services d) retirement benefits e) recreational facilities f) overtime pay g) educational opportunities h) moving expenses, assistance in buying or selling a home i) cost of living adjustments j) purchasing discounts k) savings plans l) opportunities to buy company stocks m) profit sharing n) incentive bonuses	1) Have each child tell about a personal experience where he or his family have used these benefits.		
		2) Write to various companies in area asking for a list of benefits available.		
		3) Prepare a bulletin board displaying information about various benefits and/or benefit plans.		
		4) Use a math lesson to review benefits with respect to discounts, savings, profit sharing, bonuses.		
		5) Check want ads in paper to see how benefits are related to job qualifications.		
		6) In language arts, have students write newspaper ads for jobs in which they try to attract worker applicants by stating the benefits available.		
		7) Construct a circle with a specific diameter. Have students select from the benefits list those which are most important to them and divide the circle according to the importance which they attach to each benefit selected.		See Appendix C (Benefits Circle Graph)

C. Personal

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-III What relationship is there between seniority and economic factors of occupational life?	1) The longer you work at a job the more money you may make.	1) Develop a role-playing episode in which management-personnel are faced with the problem of cutting the work force. Build into the situation such factors as who makes the decision to cut workers and the criteria often used in determining who will be kept on the job and who will be released.	1,2	

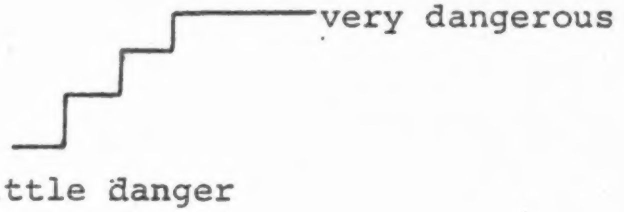
ECONOMIC 28
C. Personal

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-III What relationship is there between seniority and economic factors of occupational life?	1) The length of continuous service often affects: (a) Income (b) Opportunity for advancement (c) Choice of work (d) Job security (e) Benefits (see C-II)	1) Discuss the term seniority. Some of the factors that are considered in determining seniority and situations where seniority can enhance an individual's occupational future. 2) Collect articles and reports about communities in which large numbers of employees have been laid off. 3) Develop a role playing episode in which a less competent worker with seniority is competing for promotion with a more competent worker with lesser years of company service. Devise the situation to portray some of the factors which must be considered in deciding which worker to promote.		

ECONOMIC 29
C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-IV What relationship is there between income and security?	1) Some jobs are more secure than others.	1) Use Peanuts Book (Happiness Is and Security Is) Have students listen to story contents. Then have them make up their own definition of security.	1,2	
	2) Security may be defined as freedom from worry and physical danger.	2) Conduct a discussion of the physical risks involved in jobs. List some jobs where risk taking and hazard factors are high.	2	
		3) Use a stair graph -have a child rank his parents occupation as to hazards (very dangerous, not dangerous at all) 	1,2	

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-IV What relationship is there between income and security?	1) Some jobs are more secure than others.	1) Use Peanuts book (Happiness Is and Security Is). Have class read and develop their own definition of security.	1,2	
	2) One may be secure in many ways - freedom from danger, fear and anxiety. Security is often represented by harmony between one's internal needs and social availability (means) for their satisfaction.	2) Using area job opportunities as a basis for discussion, discuss the various ways in which these jobs provide for worker security and the nature of some of the risks involved in each job.	1,2	See job titles in Appendix A
	3) A job offers different forms of security.	3) Discuss the various ways whereby job security can be threatened. Ask the class members to develop role playing episodes to depict some actual situations.	4	
	4) Security can be threatened by : a) lay-offs (temporary) b) not receiving promotions c) physical danger d) losing a position 1) being afraid 2) completion of a job (as a construction engineer) e) excessive illness			
	5) Income can be a factor in job security.			

ECONOMIC 31
C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-V What is the role of credit cards in our economy?	1) People can use a credit card in place of money.	1) Show various types of credit cards (Bank-Americard, Master Charge, Unicard, gasoline credit cards, Diners Club, Carte Blanche, American Express) Discuss where they are used and why.		See Life magazine March 27, 1970, p. 48.
	2) Advantages of credit cards: a) Not necessary to carry large sums of money (robbery-lost) b) Emergencies occur c) Generally can be used throughout the country and internationally. d) Your statement can be used for expense accounts and income tax purposes.			
	3) Disadvantages of credit cards: a) overcharging b) responsible if lost or stolen c) Not always accepted everywhere			

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C-V What is the role of credit cards in our economy?	1) Credit cards can be used as a substitute for money.	1) Show the class a credit card and describe it as "plastic money". Explain how it can be used. Ask pupils to determine from their parents what credit cards their families use. Make a class list from the pupils findings.	1	1) One or more credit cards
	2) Credit cards have certain advantages: a) They make unnecessary the carrying of large sums of money. b) They can be useful in emergency situations. c) Credit cards have become acceptable nationally and internationally.	2) Develop role playing situations showing uses and abuses of credit cards: a) Use in an emergency situation b) Loss of money on a trip when credit card was not used. c) Family becoming bankrupt due to unwise use of cards. d) Acceptance of credit card in an unusual situation to show widespread acceptance. e) Person losing a credit card and receiving a huge bill for its use by the person who found it (or failing to record his card numbers and worrying about getting a huge bill)	2,3	2) Life Magazine March 27,1970 P. 48
	3) Disadvantages: a) Use of credit cards can lead to spending beyond one's means. b) Holder of a credit card is responsible if it is lost and used by unauthorized person. c) There are still places of business that do not accept credit cards.	3) Arrange an interview between a pupil and a merchant in which the pupil ascertains the advantages and disadvantages of credit card use as viewed by the merchant.	2,3	3) Contact the Mid-Hudson Career Development Center for help in locating a merchant to participate in the pupil-merchant interview.

ECONOMIC 33
C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-1 How does a worker's income affect community life?	1) We all live in some kind of a community.	1) Construct a small scale model of a community. Each child could be responsible for a business or service and a home (He should have basic knowledge about raw materials production and sales)	1	
	2) Within the community there are services offered to all.	2) Arrange for classroom visits of firemen, police, industrial personnel, businessmen or merchants.	2	
		3) Show filmstrips (The City Community and The Neighborhood Community)	2	Filmstrips The City Community; The Neighborhood Community Available from Educational Record Sales 157 Chambers St. New York, N. Y. 10007
		4) Develop bulletin boards about other community types (farms-suburban)		

ECONOMIC 34
C. Personal

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-I How does a worker's income affect community life?	1) Community institutions are affected by the level of income of its members.	1) Write the Chamber of Commerce in different parts of the country, (e.g. Palm Springs, Calif., Houston, Texas, Catskill, N. Y.;) for information on the average incomes in their communities.	1	
	2) One of the factors that affects the materialistic structure of the community is the income of its members.	2) Discuss the community institutions that are affected by level of income (schools, churches, cultural and recreational services)	2	
	3) The property value within a community is affected by level of income or industry therein.	3) Writing letters to boards of assessors to ascertain how property values are determined.	3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-II What is the importance of a Social Security card?	1) Most people who work need a Social Security card. 2) Social Security protects an employee in case of: a) death b) old age c) unemployment d) injury or illness	1) Have a card available for children to see.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-II What is the importance of a Social Security card?	1) Social Security is used by industry as a means of identification in the world of work.	1) Obtain a Social Security application form to show the class (overhead projector) indicating some of the procedures for filling out and filing the form.	1	Contact the Mid-Hudson Career Development Center for help in obtaining needed forms and contacting Social Security representatives.
	2) A social security card is a means of obtaining employee benefits. a) unemployment due to inability to find a job. b) old age and retirement c) death of head of household d) disability due to injury or illness e) costs of medical care (Medicare) f) cost of supporting dependents		1	
	3) The benefits one receives from Social Security depend upon the payments made by the individual to the government during his periods of employment.	3) Have the class formulate questions about social security (applying for a social security card, etc.) and arrange for a representative of the Social Security Administration to meet with the class to answer questions and to discuss related matters.	2,3	
	4) Upon reaching the retirement age of 65, a worker receives monthly payments.			

ECONOMIC 37
C. Personal

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-III What jobs are available for children under 16 years of age?	1) There are few paid jobs available for children under 16 years of age.	1) Ask class members to identify jobs held by their older brothers, sisters, or friends. Make a list of jobs which young workers can hold.	1	
	2) By law, a person under 16 can not work in a factory.	2) Look for pictures showing children working in the earlier period of the Industrial Revolution. Discuss the conditions of work showing the misuse of child labor necessitating early legislation to protect young children.	2	1) Ladies Garment Workers Union-- Union Label Dept. ILGWU 275 7th Ave. New York, N.Y. 10001 Dept. T8 50¢ GENERAL Three Booklet Series 1) Guidance Series Booklets 2) Junior Guidance Series Booklets 3) Better Living Booklets Our Working World-Series 1) Families at Work 2) Neighbors at Work 3) Cities at Work Science Research Association, Inc 259 Erie Street Chicago 11, Ill.

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources cont'd.
				1. Film - What is a City? Explain growth and location of cities in terms of needs of people and work they do. Bailey Films 6509 DeLongpre Ave Hollywood 28, Calif Att: Mary Bailey 2. Film - Everyone Helps in a Community Emphasizes interdependence, benefits of division of labor. Concordia Publishing House 3558 S. Jefferson Ave. St. Louis, Mo. 63155 Att: Rev. Victor B. Growcock 3. Filmstrip - Places We All Own. The Neighborhood Community How combined taxes provide schools, parks, streets, etc. Encyclopedia Britannica Films 1150 Wilmette Ave. Wilmette Ill 60091

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Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
				4) Super 8mm Optical Sound Film- A City and Its People People who live and work there. In all their diverse work, the people in a city are providing services for each other. Bailey-Film Assoc. 11559 Santa Monica Blvd. Los Angeles, Calif. 90025 5) Filmstrip -The School Community SVE FS 301.3 S Valley Central Middle School Center

C. Personal

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
D-III What jobs are available for children under 16 years of age?	1) In the past children worked for long hours under very hazardous conditions.	1) Ask class members to research child labor in the early phases of the Industrial Revolution.	1	Pamphlets Teenagers Under 18 NYS Dept. of Labor 80 Centre Street New York, N. Y. 10013 The High School Senior's Choice-School or Job? NYS Employment Service Guidance Dept. in local High School
	2) Our government has passed laws severely restricting employment of children under 16 years of age.	2) Develop role-playing episode depicting a scene in early 1900 showing some of the misuses of child labor.	1	
	3) Among the paid work opportunities available to children under 16 years of age are: a) paper boy b) grocery delivery boy c) farm work d) baby sitting	3) Discuss some of the laws restricting the employment of children under 16 years.	2	
	4) Children over 12 attending school must obtain a working permit in order to obtain a paid job.	4) Discuss some of the jobs which class members have held.	3	
	5) At the age of 18, a young person may receive the same benefits as an adult.	5) Compose questions about work for young people. Invite a representative from the New York State Employment office to visit the class or have a pupil visit the NYSES office to interview an employment interviewer or counselor.	3	

INTERMEDIATE

Questions and Facts	Concepts	Techniques cont'd.	Rel. Con.	Resources
		6) Examine and discuss literature from the employment office which relates to working young people. 7) Show and discuss the following forms: (a) Application for Employment Papers (b) Application for Farm Work Permit (c) Application for a Newspaper Carrier Boy Permit (These forms are available in most schools where working papers are issued)	3,4	GENERAL Filmstrip - Corporations - citizens of community Influence of growth of corporate form of business enterprise on life structure of economic system Wayne State Univ. AV Prod. Center 680 Putnam Detroit, Mich.48233 Director Att: Sherman A. Willson Film- Neighborhoods are Different Compares ways of living in different neighborhoods. Reveals that each community has some things others do not Encyclopedia Britannica Films 1150 Wilmette Ave. Wilmette, Ill.60091

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

EDUCATION 1

PRIMARY

Questions and Facts	Concepts	Techniques	[illegible]	Resources
I. What is the relationship between education and:				
A. Income 1. Most unskilled and some semiskilled jobs do not require a high level of formal education.	1. People work to earn money.	1. Conduct a class discussion on Why people work?	1	1. W. Norris, Occupational Information in The Elementary School Chicago, SRA, 1963, Chapter 1.
2. Some semiskilled and most skilled jobs do require a specific minimum of formal education.	2. The more you know and learn to do the more you earn. 3. The kind of job you get depends on how much you learn and what you learn in school.	2. Develop a piecework production game. "Hire" children for a work period to mount pictures for bulletin board on construction paper. Pay one unit of play money for each neatly completed unit of work. Have items available which children can purchase later with earnings.	2	
B. Promotion 1. Advancement and/or promotion is often related to the amount of formal education.	1. The more you know and have learned the greater the likelihood that you will be promoted.	1. Discuss promotion as it occurs in school. Relate school promotion to job advancement in the world of work.	1	
2. Continuation of education is often related to advancement promotion and income.	2. We learn both in school and outside of school.	2. Develop "Show and Tell" with topic being "My Hobby."	2	
3. Income is related to advancement and promotion.		3. Ask librarian to prepare a display of "How to ..." and hobby books for the classroom.		

PRIMARY

I cont'd.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
C. Satisfaction				
1. There is a relationship among job qualifications, education and worker satisfaction.	1. Finding a job is important. 2. Liking the job is important.	1. Develop a role playing episode to help children understand the difference between having a job you like and one you dislike.	1, 2	
2. A highly educated person might be dissatisfied in a menial or routine kind of job. A person with limited education might be frustrated in a highly technical occupation.	3. Learning results in increased skills and knowledge which can help the worker in doing his job.			

EDUCATION 3

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
1. What is the relationship between education and:				
A. Income				
1. Most unskilled and some semiskilled jobs do not require a high level of formal education.	1. A beginning job and beginning pay often depend on the amount of education.	1. Conduct a class discussions on Why people work?	1, 2	Contact the Mid-Hudson Career Development Center for help in gathering data, identifying guest speakers or in obtaining display information.
2. Some semiskilled and most skilled jobs do require a specific minimum of formal education.	2. The type of work you obtain often depends on the amount of education you have.	2.Have members of the class gather information relating to education, jobs and income. Put data collected into graphic form to display as a bulletin board.	1, 2	
	3. The more education you have, the better your prospects for higher earnings, steady employment.	3. Invite one or more guest speakers (a personnel, manager from a large business or industry, a worker, etc.) to discuss various aspects of work and worker performance.	1, 3 4	
	4. There are several different kinds and levels of education: on-the-job training, apprentice, correspondence, junior college, college, etc.	4. Develop a role playing episode to show the relationship between education and income. Role playing may involve some selected work titles from Appendix A.		
		5. Display information on different kinds and levels of training programs. Relate to job titles in Appendix A if possible.		

EDUCATION 4

cont'd.

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B. Promotion				
1. Advancement and/or promotion is often related to the amount of formal education.	1. Moving up in a job often depends upon the amount of education you have.	1. Develop a vertical bar graph to show the relationship between upward mobility in the company and the amount of education a person has.	1. 2	
2. Continuation of education is often related to advancement promotion and income.	2. Occupational Opportunities are directly related to and often limited by education or lack of education.			
3. Income is related to advancement and promotion.				
C. Satisfaction				
1. There is a relationship among job qualifications, education and worker satisfaction.	1. Satisfaction may be related to earnings, advancement, opportunities interests, feelings of accomplishment.	1. Simulation - Set up a classroom factory and divide students into different worker categories (mgr., supr., foreman, designer, production workers, packing and shipping, etc. Product may be pipe cleaner figures. Pipe cleaners might be assembled to resemble animals, people, etc. Follow activity with class discussion.		
2. A highly educated person might be dissatisfied in a menial or routine kind of job. A person with limited education might be frustrated in a highly technical occupation.	2. People with more education and more diversified backgrounds have greater chances to find and hold self-satisfying job.			

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What kinds of Industrial or business training programs are available?				
A. Specific Preparation:				
1. Vocational Ed. (high school, commercial technical school, etc.)	1. Learning begins when you are very young and continues all your life.	Conduct a class discussion on what we learn in school. Follow class discussions by having children tell about something they have learned outside of school (at the library, at home, on a trip, etc.)	1, 2	
2. Apprentice Training.	2. People learn in many different places.			
3. In-Plant Training (given by employer in organized classroom study).	a. learning takes place at home. b. learning takes place at school.			
4. On-the-Job-Training (on job training under instruction of qualified workers.)	c. learning takes place in the library. d. learning takes place at work. e. learning takes place outdoors.			
5. Essential experience in the jobs.	Learning takes place everywhere.			
6. Correspondence course.				

EDUCATION 6

cont'd.

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
B. Often depending on the level of the job or responsibility of the job, the training period may vary from less than an hour up to more than ten years.	1. Some things take longer to learn than others.	1. Using the Appendix A list of selected job titles, show how the specific training for the different jobs varies.	1, 2	
	2. Different jobs demand different types of training.	2. Have class members report on the different types and levels of training required in their father's (or mother's) occupation.		

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
II. What kinds of industrial or business training programs are available?				
A. Specific Preparation:				
1. Vocational Ed. (high school, commercial technical school, etc.)	1. Learning is a life long activity.	1. Use Guest Speakers - education or training administrators, personnel managers, public relations men from local businesses or industries or workers in various levels of employment (see Appendix A)	1, 2 3	1. D.O.T., Vol. II pp 652-3 Mr. Robt. Marra, Dir. of Ed., IBM
2. Apprentice Training	2. Employers help you to learn more about your job through various methods.	2. Plan a field trip to IBM Education Building in Poughkeepsie.	1, 2 3	Alex Sabo, Emanuel Axelrod, Orange Co. BOCES
3. In-Plant Training (given by employer in organized classroom study).	3. Some jobs require longer training periods than others.	3. Plan a class visit by the coordinator of the BOCES Vocational Technical H.S., followed by a field trip to the BOCES Vocational and Technical H.S.	1, 3	Joe Kistner, Chas. Moehrke, Central Hudson, Poughkeepsie.
4. On-the-Job-Training (on job training under instruction of qualified workers.)		4. Write a report on specific jobs and the kind and amount of preparation and training required.		George Harrison, Dutchess County BOCES
5. Essential experience in the jobs.				
6. Correspondence course.				
B. Often depending on the level of the job or responsibility of the job, the training period may vary from less than an hour up to more than 10 years.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. What is an Apprentice?				
A. Person learning a skill, craft or trade.	1. Some kinds of workers need very special kinds of learning and practice.	1. Plan a class discussion on "Who builds our homes?"	1	
B. Person involved in a formal on-the-job-training.	2. It is important that some kinds of workers really know how to do their job well.	2. Plan a field trip to visit a house under construction.	2, 3	
C. What is an apprentice program and how does it work? 1. Length of apprenticeship. 2. Scale of wages. 3. Work process to be taught. 4. Instruction in related subjects. 5. Jointly operated by industry and union. 6. Upon completion he is considered a qualified skilled worker.	3. Some jobs are easily learned (i.e. routine jobs) while some jobs take longer and are more difficult to learn.	3. Discuss the following questions: a. What is an apprentice? b. "How do 'helpers' learn to be good carpenters, etc." (apprentice program.) c. What kinds of craftsmen help to build and maintain our homes?	2, 3	

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
D. Examples of job requiring apprentice programs.				
1. Structural work-carpenter and plumber.				
2. Machine trades-machinist and tool and die makers.				
3. Processing foundry worker and glass blower.				
4. Benchwork - watch-maker and optician.				

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
III. What is an Apprentice?				
A. Person learning a skill, craft or trade.	1. Certain types of jobs require specific and extensive training.	1. Invite guest speakers to talk about apprenticeships and apprenticeship programs. a. Representative of Craft Union Council to explain apprentice program. b. NYSES Representative to discuss state and industrial development programs.	1	D.O.T. (Vol. I), p. 17. Harry Nickowitz, local Office of Bureau of Apprentice Training.
B. Person involved in a formal on-the-job-training.	2. A formal apprenticeship is necessary, in many occupations.	2. Have the class discuss the importance of apprentice training programs.	2	Guidance Counselor key to apprentice training in NY State.
C. What is an apprentice program and how does it work?		3. Have students interview someone who is, or has been an apprentice, and make a report to the class.	2	NYS Dept. of Labor
1. Length of apprenticeship. 2. Scale of wages. 3. Work process to be taught. 4. Instruction in related subjects. 5. Jointly operated by industry and union. 6. Upon completion he is considered a qualified skilled worker.		4. Have class discuss and develop a list of jobs in which an apprenticeship can be taken. Have members of the class as certain if apprenticeship programs for these jobs exist in the region.	1	Setting up an apprentice trainin program U.S.D.L. Apprenticeship-Pas and Present-a booklet available from the local Office of the Bureau of Apprentice Training.

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
D. Examples of job requiring apprentice programs.				Can I be a Craftsman? Public Relations General Motors Detroit, Mich.
1. Structural work - carpenter and plumber.				
2. Machine trades - machinists and tool and die makers.				
3. Processing - foundry worker and glass blower.				
4. Benchwork - watchmaker and optician.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. How do you advance on the job?				
a. There is an hierarchy of employees. which creates the worker-boss relationship. Ex. 1. Worker 2. Team Leader 3. Foreman 4. Supervisor 5. Division Mgr. 6. Plant Mgr.	1. There are workers and there are bosses.	1. Use classroom helpers with jobs of varying degree of difficulty and responsibility. As year progresses, add responsibilities. Use the idea of job promotion in moving child up from job to job, but also use a rotational schedule so that all children can participate at all levels.	1, 2	
b. Advancement in the hierarchy depends on many things such as: 1. Job experience 2. Education and training. 3. Initiative 4. Demonstrated abilities. 5. Availability of openings. 6. Reliability	2. Bosses tell workers what to do it.	2. Simulate a paper hat factory with the teacher as plant manager. Select a student as foreman and explain the production system. Assign students as production workers. After production becomes a fairly smooth process, the plant and the foreman select 2 or 3 workers for promotion as production foreman. Set up 2nd and 3rd "shift" workers. As the project progresses propose that one of the foreman be promoted to Superintendent and discuss the criteria for promotion selection.	1, 2 3	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IV. How do you advance on the job?				
a. There is an hierarchy of employees, which creates the worker-boss relationship. Ex. 1. Worker 2. Team Leader 3. Foreman 4. Supervisor 5. Division Mgr. 6. Plant Mgr.	1. There are various levels of responsibility.	1. Set up a line and staff chart on bulletin board, showing plant organization. Include Plant Manager, Sales Manager, Production Manager, Salesman, Production Foreman, Workers. Leave room for names of children. (See line-staff chart on following page).	1, 2 2	
b. Advancement in the hierarchy depends on many things such as: 1. Job experience 2. Education and training. 3. Initiative 4. Demonstrated abilities. 5. Availability of openings. 6. Reliability	2. The Hierarchy, in any system, establishes a "chain of command."	2. Set up a "factory" and establish a hierarchy, place children's names in appropriate spaces on line and staff chart (see chart on next page). Establish criteria for promotions, and make promotion. Let children assume as many different roles as possible.	1, 2	
	3. Good job performance often earns promotion and advancement.			

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. How do you become an employer?				
A. Definition of employer - 1. Individual Owner. 2. Corporation.	1. Most people work for other people.	1. Check with children to find out if one of their parents owns his own business.	2	1. A Guide for Developmental Vocational Guidance. . Oklahoma State Dept. of Ed., 1968.
B. Small business and industry may be privately owned.	2. Some people "own" the factories, stores shops in which people work.	2. Arrange a field trip to a privately owned store or business.	2	2. Norris, Willa, Occupational Information in the Elementary School Science Research Associates, 1969.
C. Most larger businesses and industries are "owned" by stockholders who employ people to manage and operate the firm.	3. Everyone may become an employer.	3. Develop a role playing episode having the children act out different work roles in a store. Have children act out what would happen if the different people who work in the store did not do their job.	1	3. Film What Makes Us Tick, available from the NY Stock Exchange.
D. To become an employer you may do the following: 1. Start your own business - a. education b. experience c. opportunity 2. Take over an extablished business a. experience b. education c. opportunity		4. Invite a store owner to come to speak to the class about how he started his business or how he became the owner.	2, 3	

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
3. Become a business professional partner a. education b. experience c. opportunity 4. Become a stockholder in a corporation.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
V. How do you become an employer?				
A. Definition of employer 1. Individual Owner 2. Corporation	1. Owners are employers. They "own" the business and industries in which people find jobs.	1. Show film What makes us Tick. Follow with discussion on corporation form of ownership.	1	
B. Small business and industry maybe privately owned.	2. There are several ways to become an owner or employer.	2. Establish a class corporation. Issue stock, hire employees, sell product and divide profits.	1	
C. Most larger businesses and industries are "owned" by a group of stockholders who employ people to manage and operate the firm. Stockholders, therefore, can be considered "employers".	3. Education, Training, Experience and Finances are all necessary in varying degrees.	3. Invite the President or member of the Board of Directors of a local firm to come to the class to speak about upper level management operations and responsibilities to stockholders.	1, 2	
D. To become an employer you may do the following: 1. Start your own business - a. education b. experience c. opportunity 2. Take over an established business a. experience b. education c. opportunity				

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Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
3. Become a business professional partner a. education b. experience c. opportunity 4. Become a stockholder in a corporation.				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. What is the significance of technological advancement for job requirements and preparations?				
A. Changes the process of business and industry. 1. Creates new jobs. 2. Makes jobs obsolete.	1. The way things are done today is different than the way things were done in the past and the way they will be done in the future.	1. Have students collect pictures of people doing work with "old fashioned" methods and/or tools to contrast with pictures of of workers using modern methods and/or tools. These pictures can be used in show and tell, on bulletin boards or in a student scrapbook.		
B. May cause temporary unemployment.	2. School learning is necessary in helping people bring about needed changes in business and industry.	2. Have children ask their fathers (or some friend or relative) to explain how his job has changed or has been affected by technology in the past five or ten years.		
C. Creates need for retraining.		3. Conduct a field trip to Museum Village in Monroe, N. Y. (or any available local historical restoration) to help students get a clearer picture of ways of living and working in earlier times.		
D. Affects job mobility.				
E. Changing job requirements 1. Necessitate broader knowledge of specific job areas. 2. Necessitate keeping aware of and up-to-date with new information.				

EDUCATION 19

PRIMARY

Questions and Facts cont'd.	**Concepts**	**Techniques**	**Rel. Con.**	**Resources**
F. Education is becoming more necessary and meaningful: 1. formal 2. continuing 3. self 4. on the job				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VI. What is the significance of technological advancement for job requirements and preparations?				
A. Changes the process of business and industry. 1. Creates new jobs. 2. Makes jobs obsolete.	1. Jobs change as methods change.	1. Have students report on newspaper articles which describe technological changes.	1	
B. May cause temporary unemployment.	2. Science (research and development) can change or create jobs.	2. Have students report on five articles describing new inventions which could effect living or working conditions.	2	
C. Creates need for retraining.	3. Education is important to keep up with changes in a job field.			
D. Affects job mobility.	4. Education and retraining is becoming more necessary as some jobs become outdated and new jobs are created.	4. Have children ask their fathers (or some friend or relative) to explain how his job has changed or has been affected by technology in the past five or ten years.	1, 2	
E. Changing job requirements 1. Necessitate broader knowledge of 2. Necessitate keeping aware of and up to date with new information.	5. Technological advancements may a. Cause temporary unemployment. b. Create need for retraining. c. Affect job mobility.	5. Conduct a field trip to Museum Village at Monroe, N. Y. (or any local historical restoration) to help students get a clearer picture of ways of living and working in earlier times.	1	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	d. Change job requirements. e. Make education more meaningful and necessary. f. Change the processes of business and industry.			
F. Education is becoming more necessary and meaninful 1. formal 2. continuing 3. self 4. on the job		6. Establish classroom committees (3-5 students) to investigate and report to the class on the topics listed in concept #5.	5	

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII. Is a high school education necessary for all jobs?				
A. There are some jobs which do not require a high school education.	1. Students who finish high school have a better chance to find a job they like.	1. Invite guest speakers using high school graduates, and students representing a cross-section of curricula and career choices to talk about how they made their choices and why a high school education is necessary to their work.	1,2 3	
B. Entry level, opportunity for advancement and income are most often limited for non-high school graduates.	2. Some workers have to work hard with their hands.	2. Invite a worker whose work consists mainly of manual labor to talk about his job duties and his feelings about his work. Invite other workers representing other levels of work responsibility and educational backgrounds.	1, 4	
C. Jobs for non-high school graduates are most often of the menial and hard labor type and often in the lower income brackets.	3.Competent workers are often promoted.			
D. Employment is competitive and a high school education is an advantage.	4. Non-high school graduates are more likely to be unemployed.			
E. Umemployment is highest among non-high school graduates.				

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
F. Some higher income jobs do not require a high school education but necessitate several years of experience and a high degree of skill. G. A high school or a vocational education program is generally a pre-requisite for entry into most apprenticeship programs.				

EDUCATION 24

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VII. Is a High School Education necessary for all jobs?				
A. There are some jobs which do not require a high school education.	1. There are more and better job opportunities for high school graduates.	1. Invite guest speakers using high school graduates, and students representing a cross-section of curricula and career choices to talk about how they made their choices and why a high school education is necessary to their work.	1,2 3	Occupational Outlook Handbook, U. S. Dept. of Labor.
B. Entry level, opportunity for advancement and income are most often limited for non-high school graduates.	2. Some jobs require harder physical labor than others.	2. Have a personnel manager from a local industry explain to the students about entry, training, and promotion policies in his firm.	1,2 3	Handbook of Job Facts, Science Research Assoc. Encyclopedia of Careers, Volume II Chicago: Ferguson, 1967:
C. Jobs for non-high school graduates are most often of the menial and hard labor types and often in the lower income brackets.	3. The ability to think and learn is important in most jobs.	3. Invite Navy or Air Force recruiters to talk to students about entry, training, career and promotion opportunities in the Armed Services. In utilizing guest speakers, students should be alerted to raise some of the following questions: a. Are there jobs available for non-high school graduates? b. What percentage of jobs are available for non-high school graduates? c. What types of jobs are available for non-high school graduates and what kind of work is involved? d. What is the difference in the types of jobs for high school graduates and non-high school graduates?		Can I Make the Production Team? Detroit, General Motors.
D. Employment is competitive and a high school education is an advantage.	4. Job performance and output are related to promotion and income.			Fitzgibbon, T. J., What High School Can Do For You. Science Research Assoc.
E. Unemployment is highest among non-high school graduates.	5. Oftentimes if a high income job does not require a high school education then several years of experience and a higher degree of skill may be necessary.			

EDUCATION 25

cont'd.

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
F. Some higher income jobs which do not require a high school education but necessitate several years of experience and a high degree of skill. G. High school or a vocational education program is generally a pre-requisite for entry into most apprenticeship programs.		e. What is the beginning pay scale in jobs for non-high school graduates? f. What is the beginning pay scale in jobs for high school graduates? g. What are the possibilities for advancement for high school graduates and non-high school graduates? 4. Arrange for a non-high school graduate to visit the class to discuss his or her experiences in the world of work since leaving school. Non-high school graduates can usually be contacted through the Continuing Education Program in the local high school.		Contact the Mid-Hudson Career Development Center for assistance in arranging for guest speakers.

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII. How can one secure more education after one has already taken a job?				
A. Education provided: outside of industry. 1. College extension programs. 2. Adult education programs at local high school 3. Community college and and technical school 4. Correspondence courses 5. Community organizations (YMCA, 4-H, etc.) 6. Self-education (reading, etc.) 7. Formal education (college) on a part-time basis.	1. People continue to learn long after they have stopped going to school.	1. Introduce to the class the idea that "grown ups" go to school or continue to learn even after they become full-time workers. A bar graph could be used to show children the number of people who continue their education in various ways (see list in left-hand column). The parents and relatives of class members could be used to obtain the data for the content of the bar graph. Children should be encouraged to help with the collection of the data in their own community.		
B. Education provided through business and industry programs. 1. In-service courses in plant 2. Paid college courses (part-time) 3. Paid college or Technical Institute courses (full time) 4. Sponsored workshops, conferences, or clinic experiences				

Questions and Facts cont'd.	Concepts	Techniques	Rel. Con.	Resources
5. Trade union schools, apprenticeships. C. Continuing education provides ways of upgrading employment skills and satisfying personal interests.				

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
VIII. How can one secure more education after one has already taken a job?				
A. Education provided? outside of industry 1. College extension programs	1. Continued education is available after one has taken a job. Many people continue to learn through-out life.	1. Prepare a bulletin board and table display of continuing education information and materials from high school, community college, and New York State adult education programs, and correspondence schools.	1,2 4	1. Contact the Mid-Hudson Career Development Center for help in contacting guest speakers and collecting information for displays.
2. Adult education programs at local high school. 3. Community college and technical schools programs.	2. Continuing education after employment is important and commonplace.	2. Arrange for a class visit by a person connected with an adult education program.	2,3	2. Contact the school counselors in your system for help in gathering information for bulletin board and table displays.
4. Correspondence courses 5. Community organizations (YMCA, 4-H, etc.)	3. Business and industry encourage continued education for their employees.	3. Conduct questionnaire survey among the parents of the class members to ascertain their involvement in continued education.	1,4	
6. Self-education (reading, etc.) 7. Formal education (college) on a part-time basis.	4. Continued education is used to satisfy both vocational and avocational (hobby/leisure time) interests and needs.			
B. Education through provided business and industry programs. 1. In-service courses in plant 2. Paid college courses (part-time)				

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
3. Paid college or Technical Institute courses (full time). 4. Sponsored workshops, conferences, or clinic experiences. 5. Trade union schools, apprenticeships. C. Continuing Education provides way of upgrading employment skills and satisfying personal interests.		Write a cover letter for the questionnaire to parents to explain what the class is studying (learning about) and the purpose of the questionnaire survey. In the questionnaire, ask each respondent to state his level of formal education and the title and description of his current job. Ask for a "yes" - "no" response to the following questions: Since becoming a full-time worker have you: a. Had specific on-the-job training? b. Attended a job-related industrial training program? c. Participated in an apprenticeship program? d. Been a participant in a business or government sponsored job retraining program? e. Taken night courses related to your work? f. Taken night courses related to hobbies or special interests? g. Attended night courses for general educational purposes (high school equivalency, high school, post graduate, college or technical school credits)? h. Taken correspondence courses for job-related or general educational purposes? i. Participated in other kinds of education/training related to your job or personal development? (please describe briefly)	1,4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
		Display data collected from survey graphically on chalkboard or bulletin board. Discuss results in class.		

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IX. What is the relationship of total school experience (in the broadest sense) to satisfaction and/ or performance in the world of work?				1. B. L. Neugarten, How to Get Along With Others, SRA Jr. Guidance Series 5-1051
A. Includes 1. Self-concept development. 2. Sociological development (living and working in groups or in a system requiring interdependence.) 3. Values and attitudes are "normative"	1. Learning to work and play with others is as important as learning to read and write.	1. Have the children list, in order of importance and/or enjoyment, five things that they like best and five that they least like (dislike). Select some children to put their lists on the chalkboard. Stress the existence of the many differences in people, their likes, and dislikes	3,4	2. M. C. Cosgrove, Discovering Yourself, SRA Guidance Series 5-186 3. Filmstrips with Records: Jam Handy Organization 2821 E. Grand Blvd. Detroit,Mich.48211
B. Development of work habits, development of personal habits of behavior, and development of methods of interpersonal relationships occur in school.	2. Learning what we think about ourselves and what others think about us is important.	2. Bring a large mirror to class-have students look into mirror and describe themselves in a way that others might recognize them. Then, ask each child to describe things about themselves in a way that others might recognize them. Then, ask each child to describe things about themselves that you can't see (interests, likes, dislikes, good and bad habits, etc.) Then, have others in the group add to both physical and non-physical description (How others "see" us.) In following discussions try to emphasize the importance of how we "see" ourselves versus how we think other "see" us.	2	a. #1711 Leading and Following b. #1712 Feelings About Others

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
	3. People like to do things that are fun and interesting.	3. Have students make a list of the things they "see" in other people and that they "use" in selecting a playground playmate, a class friend, or a working partner.	2	
	4. People like different things.	4. Develop a competitive game that requires teamwork (a word review game, a physical skills game) Divide class into teams. Play a "Round Robin tournament." At completion, have discussion groups to discuss importance of cooperation in succeeding at a given task.	1,2	
		5. Use the continuing technique to help students become more aware of their interests and personal characteristics. Examples? doing things alone versus doing things with others, reading about things versus making things, being a leader versus being a follower, conversing with others versus thinking by oneself, etc.	2,3 4	

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources
IX. What is the relationship of total school experience (in the broadest sense) to satisfaction and/or performance in the world of work? A. Includes 1. Self-concept development. 2. Sociological development (living and working in groups or in a system or requiring interdependence.) 3. Values and attitudes are "normative"	1. The total school experience is important to later life satisfactions. a. job performance b. job satisfaction c. family life d. community life	1. Have students list the things they have learned in their school life. Exclude subject areas.	1,2	1. B.L. Neugarten, How to Get Along With Others, SRAJr. Guidance Series 5-1051. 2. M.C. Cosgrove, Discovering Yourself, SRA Guidance Series 5-186. 3. Filmstrip FOM Filmstrips A-V Division Popular Science Publishing Company 355 Lexington Ave. N.Y., N.Y. 10017 a.#326 Who do I Want To Be? b. #336 So You Are Not Just Like Every body Else c. #347 Your Search for Yourself d. #360 Needs, Satisfactions and Goals e. #366 On Being Different
B. Development of work habits, development of personal habits of behavior and development of methods of interpersonal relationships occur in school.	2. Learning about yourself and learning to understand others is an important part of growing up.			

EDUCATION 34

Instructions: Consider yourself a member of a spacecraft crew. Your spacecraft was originally scheduled to rendezvous wich the mother ship on the lighted side of the moon. Due to an energy failure, however, it was necessary for you and your crew to crash land some two hundred miles from the mother ship. In landing much of the equipment was damaged beyond use and several of the crew were injured. Fifteen items of the equipment were left intact and undamaged during the crash landing. Since it is necessary to reach the mother ship as quickly as possible, if you are to survive, some of the undamaged equipment must be selected for the two hundred mile trip which lies ahead. Below are listed the fifteen items of equipment which can still be used. Your task is to rank order all fifteen items in terms of their importance and utility in insuring your survival on the journey to the mother ship.

______________box of matches

______________food concentrate

______________parachute silk

______________two 45 caliber pistols

______________case of dehydrated Pet milk

______________two 100 lb. tanks of oxygen

______________solar powered portable heater

______________50 feet of nylon rope

______________steller map of the moon's constellation

______________life raft (self-contained inflation)

______________Magnetic compass

______________five gallons of water

______________chemical signal flares

______________first aid kit with oral and injection medicines.

______________FM receiver-transmitter

After each student finished his own sheet, combine students in groups of five and establish a common list upon which they all agree. In the follow-up class discussion, ask the students what they have learned about themselves and others and about cooperation in compiling a list. (In this list, students can assess characteristics of leadership, aggressive behaviors, indecisiveness, submissiveness, etc.

PRIMARY

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

INTERMEDIATE

Questions and Facts	Concepts	Techniques	Rel. Con.	Resources

APPENDIX A

Selected Job Titles Available in the Mid-Hudson Region

The following job titles are representative of the various employment possibilities in the Mid-Hudson area. These selected titles are identified by occupational group according to the nine occupational categories used in the Dictionary of Occupational Titles. The job definitions of these occupations can be located in the Dictionary of Occupational Titles (Vol. I, Definitions of Titles).

0-1 Professional, technical, and managerial occupations

022.081	Chemist, organic (profess. & kin.)
019.281	Quality-control technician (profess. & kin.)
184.168	Superintendent, electric power (light, heat & power) manager, public utility rural; operation supervisor; superintendent, system operation.
033.281	Estimator and draftsman (light, heat & power) detail and lay-out draftsman; distribution estimator; lay-out and detail draftsman.
040.081	Forest ecologist (profess. & kin.)
160.188	Accountant (profess. & kin.) budget accountant, cost accountant, systems accountant, tax accountant.
213.782	Tabulating-machine operator (clerical)
237.368	Receptionist (clerical) reception clerk.

2 Clerical and sales occupations

292.358	Salesman-driver (any ind.) commercial chauffeur; deliveryman; delivery truck-driver, light, route agent; route driver; routeman; salesman, route.
212.368	Teller (banking).
219.388	Clerk, general office (clerical)- adminstrative clerk.
209.388	Clerk, general (clerical)- office clerk, routine.
213.582	Key-punch operator (clerical) card punch operator; printing-card-punch operator; printing-punch operator
209.688	Proofreader I (print and pub,)
233.388	Mail carrier (gov. ser.) letter carrier; mailman, postman
222.138	Shipping clerk I (clerical)- loader foreman; shipper; shipping-house man; shipping supervisor; traffic clerk.
299.468	Cashier - checker (ret. tr.)
249.281	Drafting clerk (clerical) chart man; charting draftsman
289.458	Salesperson, general (ret. tr.; whole tr.)

3 Service occupations

381.887	Porter II (any ind.) (locally listed as utility man in some industries)
363.885	Shirt presser (laund.)
382.884	Janitor I (any ind.) superintendent, building
319.138	Food-service supervisor (hotel & rest.) dietary aid
315.381	Cook (any ind.) cook, mess; cook, cafeteria.
329.878	Attendant, lodging facilities (hotel & rest.) auto-camp attendant; caretaker, resort; tourist-camp attendant.

355.878	Psychiatric aid (med. ser.) asylum attendant; charge attendant; ward attendant.
341.865	Ski-tow operator (amus. & rec.) ski-lift operator
330.371	Barber (pers. serv.) haircutter, tonsorial artist, hair stylist.
332.271	Cosmetologist (pers. serv.) beautician, beauty culturist, beauty operator, cosmetician, hair stylist.

4 Farming, fishery, forestry, and related occupations

404.181	Orchardist (agric.) farmer, fruit
406,887	Tree planter (agric.)
404.884	Tree pruner (agric.) pruner, tree trimmer
407.884	Grounds keeper (any ind.) caretaker, grounds; gardener, yard laborer.
421.883	Farm hand, general I (agric.) farm hand, regular; farm wage-hand; hand; hired hand; hired man. (also Farm hand, citrus fruit I - 404.883 and II404.884)

5 Processing occupations

550.885	Millman (rubber goods; rubber reclaim; rubber tire and tube) rubber-mill operator
554.885	Spreader man (rubber goods; rubber tire & tube)
519.887	Foundry worker, general (found.)
585.885	Shearing-machine operator (knit goods; textile) backing-shear operator; batch-and-shearing machine operator; brusher and shearer; cloth shearer; cropper; looper; tiger-machine operator.

6 Machine trades occupations

651.782	Platen-press man (print. & pub.) make-ready man, platen-press operator.
690.885	Band-sawing machine operator (fabric prod., m.e.c.) cutter, material cutter.
652.885	Printer (print. and pub.) I, (comp., compositor)
649.387	Inspector, paper products (paper goods) bag inspector
690.782	Trimmer (fabric, plastic prod.)
606.782	Drill-press operator, production (mach. shop) drilling-machine operator, production; production-drilling-machine operator; production-drill-press operator.
637.281	Gas serviceman (light, heat & power) local representative

7 Bench work occupations

754.884	Assembler (fabric, plastics prod.) fabricator
710.281	Gas-meter repairman (light, heat, & power) hard-case-meter repairman; iron-case-meter repairman
729.281	Relay tester (light, heat & power) network-relay tester; relay-shop tester
780.381	Furniture upholsterer (any ind.) furniture reapirman; upholsterer; upholstery repairman
787.782	Sewing-machine operator, regular equipment (any ind.)

8 Structural work occupations

821.381	Lineman, repair (light, heat & power)
861.381	Bricklayer (const.)
850.883	Bulldozer operator I (any ind.) grader man; scaraper man
859.887	Air-hammer operator (const.) air-breaker operator; air-gun operator; air-tool operator
829.131	Cable splicer (const.; light, heat & power) tel & tel) cable repairman; electrician, cable splicing, splicer
824.281	Electrician (any ind.) wireman
811.884	Welder, gas (welding) welder, acetylene; welder, oxyacetelene.

9 Miscellaneous occupations

906.883	Truck driver, light (any ind.)
920.886	Packaging laborer (any ind.)
920.887	Packager, hand (any ind.)
920.885	Packager, machine (any ind.) machine operator, packaging; machine packager.
915.867	Automobile-service-station attendant (auto ser.) automobile-service-station salesman; filling-station attendant; gasman; gasoline-station serviceman; gas-station attendant; gas tender; pumpman; salesman, gasoline; salesman, oil; service-station attendant.
929.887	Material handler (any ind.) conveyor feeder; distribution; floorman; loader and unloader; moveman; off-bearer; stacker
939.887	Quarry worker (mining and quarrying)
959.168	Dispatcher, service (light, heat & power) schedule clerk; service dispatcher; trouble dispatcher.

Teachers can readily identify the major occupation grouping with which the occupation is associated by referring to the first digit in the occupational code (e.g. 0 or 1 indicates an occupation of a professional, technical or managerial nature, 6 indicates machine trade occupations, etc..)

APPENDIX B

Teachers wishing to help students examine available jobs will find the Dictionary of Occupational Titles coded according to the relationship that exists between data, people, and things. The three digits to the right of the decimal reflect the most significant relationship between the work performed and data (4th digit), people (5th digit) and things (6th digit) as follows:[1]

	DATA		PEOPLE		THINGS
0	Synthesizing	0	Mentoring	0	Setting-up
1	Coordinating	1	Negotiating	1	Precision Working
2	Analyzing	2	Instructing	2	Operating-Controlling
3	Compiling	3	Supervising	3	Driving-Operating
4.	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-Signaling	6	Feeding-Offbearing
7	No significant relationship	7	No significant relationship	7	No significant relationship

The following examples using job titles listed in Appendix A, are illustrative of the manner in which the coded titles can be interpreted for use in the classroom.

Ex. #1 Teller (banking) - 212.368
3 indicates that the occupation involves data primarily through the compiling function; 6 indicates that it involves speaking-signaling with people; 8 indicates no significant relationship between the occupation and things.

Ex. #2 Gas serviceman (light, heat & power) - 637.281
2 indicates that the job involves analyzing, data; 8 indicates no significant relationship between the job and people; 1 indicates the work involves setting-up things.

Teachers can ascertain the occupational code number and the job definition for any occupational title in the American Labor force in the Dictionary of Occupational Titles, Volume I, Definitions of Titles.

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[1] Further explanations of these relationships and the functions listed in each category can be found in the Dictionary of Occupational Titles, Volume II, Occupational Classification, Appendix A. pp. 649-50.

APPENDIX C

BENEFITS CIRCLE GRAPH